THE JOURNAL OF EDUCATION

Volume 123 OCTOBER, 1940 Number 7

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The Editors Say . .

No doubt you have some favorite magazine—not necessarily this one—that you have followed, month after month, for a matter of years. If so, you must have noted how much more interesting some issues are than others. This is due in part to your own variable equation, in part to the variable quality of the book. If objective tests could be applied, no two issues of the same magazine would rate equally. This is a fact deplored by editors, but it is a fact.

▼

Sometimes—speaking now for ourselves—we feel as we bring together the pieces for a given month's JOURNAL, that some imp of the perverse is perching upon the editorial shoulder, grimacing fiendishly as he misdirects the selective process. We may sense this in time to thwart the sardonic little gargoyle. Then, again, he slips one over on us.

A, B, C or D?

There are occasions, moreover, when we are reasonably sure the issue is to be a superior one, but when it comes out in print we are disappointed. Yet from that very issue we are more than likely to get "oodles" of favorable responses, requests for reprinting this or that article. All of which proves that your judgment as a reader is far better than ours regarding what interests and helps *you*. It may indicate the real reason why we so greatly appreciate your letters whenever you can spare the time to write us.

▼

This present October number—just incidentally—strikes us at the moment as our best in a long while. But we'd rather have you do the rating.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 123 BOSTON, OCTOBER, 1940 NUMBER 7

EDITORIALS:

World at Lessons

Is Voting, Then, So Easy?

Nothing could be simpler than marking a ballot with X. Yet what is more difficult than to do this with complete independence and intelligence, without prejudice, without selfishness, and without yielding to emotional urgings that are unworthy of a wise and conscientious citizen?

How much consideration should one give to the personal, family or class benefits expected under one party or the other? Theoretically very little, but practically—human nature is terribly human and deplorably short-sighted.

Again, how much importance should be attached to voting with one's regular group, following the old trail? Very little, of course, but millions will vote for one party or another as automatically as robots.

Real issues in the present national campaign include such questions as the third term, business recovery, and the relative competence of the candidates and their respective parties to handle foreign and domestic problems.

Take the matter of the third term. Many believe this is the fundamental issue. Is the opposition to a third term for a President based upon a mere tradition that should have no binding effect upon Americans today? Or will the violation of that tradition be particularly dangerous at a time when (1) the trend is toward dictatorship, which spells the end of democratic liberty, and (2) unusual economic circumstances have aided the building of a political machine such as Washington, Jefferson and others feared might lead to a party monopoly or the beginnings of hereditary rule?

A proper ground for defying the third term tradition would be a voter's conviction that our country is in an emergency that he cannot trust the opposing candidate to handle.

As to business recovery, many citizens believe that the Willkie attitude toward business would at once inspire confidence and lead to a rapid and extensive business recovery.

On the other hand, it has been pointed out that Mr. Willkie's lack of governmental experience may render it difficult for him to get results by political means.

In foreign affairs, which candidate is more likely to hasten the coming of peace and the overthrow of terrorism?

It is only when the citizen has carefully weighed such issues that he can go to the polls with a justifiable certainty of the way he ought to vote.

Our Politics and Peace

The noted British novelist and predictor, H. G. Wells, arrived in the United States recently. His optimism about the chances of ultimate victory for Great Britain, and his reminder that Hitler is only a fanatic behind whom the old military regime of Germany has arrayed itself to attempt once more the coveted domination of the world—these expressions of the Wells mind have registered themselves on American opinion.

Perhaps the shrewdest of Mr. Wells's observations —much as it may hurt our national pride—is his remark that the United States had better stay out of the war, since our politics would defeat any real and constructive peace.

That, we confess, did happen at the close of the previous World War.

Will the British and whatever remnants of allies they can finally bring together to sign the death warrant of German militarism, be able to do a better job than was done in 1920?

Clippings Not Enough

Word comes that school heads in certain cities have decided to buy no more textbooks in geography, history or other related subjects until the present wars are over. Meanwhile, we are told, that instruction will be based upon the daily newspapers and the weekly and monthly magazines.

Is this good educational policy?

Doing without textbooks "for the duration" may be a policy to catch the popular fancy, but it is pretty

much nonsense as a means to the promotion of well organized learning.

A few pages of a textbook may go obsolete, a map may show misplaced boundaries, but the great bulk of the information, the principles, the groundwork for thought and comparison and practice, hold good for the proper life span of any well-chosen textbook.

The daily and periodic press is far too vast, inclusive and superficial, even its blackest headlines are much too ephemeral, to form an adequate reservoir of instruction.

Articles and clippings with the ink still fresh upon them can be employed successfully to stimulate interest, but in themselves they are not enough.

Printed matter between covers—material selected and expressed for boys and girls at particular grade levels, is a practical necessity even more than ever in a time when fundamental concepts are being tested under fire.

Japan and the Axis

Military and political observers are still wondering by what means the Japanese government was hypnotized into signing a so-called defensive alliance with Germany and Italy, inveigled also into hurling defiance at an unnamed power—meaning the United States.

Hitler's agents either did a clever piece of high pressure selling or else found high pressure unnecessary because the Japanese were desperately anxious to be sold.

Tokio must know that Hitler and Mussolini are utterly incapable of lending assistance to a third partner at this time. Whether they can aid Japan later remains to be seen, but the prospects do not improve. While the signers of the pact have explicitly stated that their agreement is not aimed at Soviet Russia, Moscow holds its own opinion on that score and presumably feels even less friendly to Tokio than before.

The United States, with its "short of war" reservation on help to belligerents, may have given the militarists now ruling Japan an impression that this nation can easily be frightened. The truth is that Great Britain and the United States have both been much too gentle in their attitude toward Japanese aggressions from the invasion of Manchuria until now. China would not be in the plight she suffers today if our own government had withheld scrap iron, oil, and cotton from the Japanese, or, more drastically still, had barred the importation of Japanese silks.

Now that the British are reopening the Burma road for supplies to China—after having closed it for three months at Japan's demand; and now that the United States has advised all Americans to leave the Orient, while sending full complements of men to our fleet in the Pacific—Japan seems a trifle nervous. Both Washington and London have other trumps that can be played. Tokio's hand is not a strong one.

What "New Order"?

What is new about this "New Order" that the axis partners boast about? Conquest and subjugation are nothing new in the world but date back to the earliest historic times and probably much beyond.

The only New Order that is entitled to the name, is one which respects the rights of individual human beings and of small independent nations to live with dignity and justice. It took a good many centuries of human struggle to get this New Order started, and it may take as many more centuries to put it back on its feet in a world where the old order of the jungle—belching fire and roaring blitzkrieg—rears its ugly head. But to lose faith in that eventual outcome, to be terrorized or fooled by swashbuckling tyrants aping the sorriest chapters of mankind's past and calling their act supermodern—this would be supreme and ultimate idiocy.

"Improving" the Curriculum

Is revising the curriculum to become a favorite indoor sport? Hundreds of local committees composed of principals and teachers are to be found at almost any time of year debating relative values and piecing together fragments into a so-called course of study.

In one such community a sixth grade teacher informs us that while she herself is working out with her fellow members of a sub-committee a curriculum in arithmetic, she is having to apply a syllabus already developed by another sub-committee in geography and history. Since no suitable textbook has been discovered to match the new syllabus, no books have been purchased for class use, and the teacher is struggling along by the lecture method, trying to weld into units materials that do not belong together and in general getting nowhere fast.

Meanwhile, shelves full of texts and reference books with which she once successfully taught geography and history in real and reasonable units are gathering dust.

In a free country like ours, a lot of amateurish experiment is permissible, and some progress undoubtedly comes out of it. But merely to revolutionize courses of study for the sake of impressing the local public may damage education more than it helps.

Often the best curriculum arises from following the plan of some well chosen textbook, evolved by experts and embodying the recommendations of various national committees.

Four Marks of a Real Teacher

Rarely has the secret of what makes great and good teaching been so successfully caught and expressed as in this article.

LEWIS H. CHRISMAN
Professor of English Literature
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Buckhannon, West Virginia

TWENTY years ago one of the well-known institute instructors of the Middle West used to give a number of times each summer a lecture on "The Efficient Teacher." This stimulating address was based on what the speaker regarded as the twelve essential characteristics of the effective teacher. As a colleague of the lecturer on the institute circuit, it devolved upon me to listen to this particular speech on several occasions and eventually I found myself appraising its defects as well as its indubitable merits. My first doubts had to do with the pedagogical advisability of such a large number of "heads." Too many points in any kind of an address tax the memories of the audience beyond their capacity. As a result they are likely to forget all of them. Then, too, I found myself questioning the importance of some of the qualities which my fellow-instructor stressed as being of preeminent importance. Next it inevitably followed that I began to think of a few more fundamental qualifications which were not mentioned in the lecture. As a result, I have come to recognize the fact that it is exceedingly difficult to summarize the qualities which go to make an efficient teacher. None of us possess all of them. Yet they are worthy of our most careful consideration. The chief justification for the emphasizing of the four characteristics of a real teacher with which this article deals is that in spite of their intrinsic significance frequently little attention is given them. As a rule they are not mentioned in the questionnaires concerning the qualifications of teachers. Neither do we generally stress them in our discussion of pedagogical merits.

One of the marks of a real teacher is the ability to think. Educators, past and present, have laid much stress on the necessity of learning to think accurately and cogently as a part of the educative process. It is a truism of the literature of education that this is a goal which should constantly be kept in mind in the organization and management of our educational activities. An illustration of this is that just last spring there came from the press a textbook for tenth-year students bearing the challenging title, *Thinking in English*. Nobody would for a moment take issue with the statement that the person with an undisciplined mind that jumps around like a flea or grasshopper and never settles down to any serious mental work does not come within a thousand miles of being an educated man. He who carries in his skull a flimsy, flabby, be-addled brain is an intellectual infant, even if he has gray hair.

It certainly follows that if the acquiring of the power of straight thinking is an aim of education, it is an essential qualification of a teacher. A distinguished author lived in a certain small town in Ohio. In the same village there resided a man just a few steps above moronity. The latter possessed a dog which he had taught a number of tricks. One day he had the canine perform several feats in the presence of the author, who remarked, "That's wonderful. I wonder why I can't teach my dog any tricks?" Immediately there came the reply, "It's just this way, doctor. You've got to know more than the dog." The pedagogical implications of this parable are easy to see. No teacher with slovenly, jumpy, bewildered mental processes can ever teach a student to think. There is more to thinking than a rearranging of inherited prejudices or a re-echoing of current shibboleths. The ability to recognize fallacies and avoid them is the one convincing evidence of a disciplined mind. Many a graduate of Dickinson College as he thinks of the late Dr. James Henry Morgan, for more than half a century professor and president of the institution, will remember his puncturing many a bubble of ebullient student logic with his incisive, "Just what do you mean by that?" In the presence of some minds it is hard to avoid thinking. And the more of these that find their way into the classroom the better.

▼

Another mark of a real teacher is a love of learning. This statement is not one which will inspire dissent. Yet it is very seldom that any letter of inquiry in regard to the virtues and faults of prospective teachers brings up such a subject. Dr. John Andrew Rice in one of his reminiscent articles (*Harpers*, May and June, 1940) on "A Small Boy in a Female College" tells of some of his childhood associations with the teachers in the institution of which his father was president. Among his comments is to be found the following: "I went to some of the college teachers in my hope of learning, quite unprepared for the attitude I

found, the assumption that no one really wanted to know what they had to teach, and I began to suspect that they had never wanted to learn anything themselves. And I have never yet become inured to the shock of discovery that most teachers are mere jobholders." Personally I have not yet reached the depth of pessimism which compels me to admit that "no one" wants what I have to teach. Nor am I entirely certain that "most teachers are mere jobholders." Nevertheless, it cannot be denied that Dr. Rice's statement contains a tragically large amount of truth.

The teacher who never really enjoyed learning anything himself is certain never to be any more than a gradgrind, a bungler, a pitiable travesty. Occasionally I receive some unasked, untaken and incompetent advice as to how I should spend my vacation. Sometimes it has taken the direction of recommending that I should "not look at a book all summer." The teacher who can do this most certainly has no love of learning or any other form of intellectual zest. His intellectual life is upon the dull level of an uninspired root. Masefield's fine phrase, "the glory of the lighted mind" is for the teacher a conglomeration of meaningless words.

▼

The genuine teacher, moreover, enjoys teaching. Probably the finest characterization in all literature of the real teaching spirit is that line in Chaucer's *Prologue* in which he says of the Clerk of Oxenford, "And gladly wolde he lerne and gladly teche." The two go together. The man who enjoys learning will likely find a pleasure in teaching. Both are the natural outgrowth of a live mind and radiant personality. An unlettered rural preacher at a funeral stated, "This corpse has been a member of this church for more than forty years." There is no need of any misguided professional loyalty causing us to deny the unfortunate fact that throughout the generations more or less animated corpses have too frequently found their way into school rooms. And dead classes are the inevitable result of the presence of dead teachers. It was but two decades ago that some schools were closed on account of their inability to secure teachers. Today the pendulum has swung far in the other direction. The mere rumor of a vacancy brings scores of applications. Under such circumstances it is pleasant to dally with the harmlessly delightful thought of the immeasurable improvement which could be brought about if all positions could be filled with those who really liked to teach.

In my first teaching position I had in my classes a husky youth who was a strong competitor for the inverted honor of being the poorest student in the institution. One day he called on me in a state of considerable agitation. There was a vacancy in the teaching force of his home community and his father wanted him to apply. The idea did not appeal to him. He had some grave and well-founded doubts as to his ability to do the work and he would "rather go to jail than be penned up in a schoolroom." I tactfully tried to discourage him and spoke of the possibility of his not securing the position. But this was a blind alley. His uncle was the president of the school board. As long as I live I shall remember my horror at the thought of that young man's attempting to teach. My efforts to dissuade him were a failure, and the next fall I received a letter informing me that "it was not quite as bad as he had expected." Several years later I met him on a train, and he told me that at the end of a year he had stopped teaching and "got himself a man's job in a lumber camp." Teaching is most emphatically an intellectual occupation. He who is not interested in the things of the mind is as much of a misfit in it as a person without mechanical skill would be as a carpenter. In *Country Editor* Henry Beetle Hough tells of Billy Sampson, his predecessor as editor of "The Gazette," writing on retiring, "We have loved this paper and the work it has imposed upon us." The teacher who feels this way toward his profession is certain to be a credit to it."

▼

Another of the marks of a real teacher is intellectual integrity. A dishonest person has no more business in a classroom than he has in a bank. Unless the teacher commands the intellectual respect of his students he completely fails to justify his pedagogical existence. In my own high school days the name of Gouverneur Morris came up in a history class, and I asked if he were the brother of Robert Morris, the signer of the Declaration of Independence. The teacher replied that there was only one man involved and that he was sometimes known as "Gouverneur" because he was governor of Pennsylvania. I knew better and from that time on took an unholy delight in making efforts to catch the teacher in erroneous statements. Years later I taught for one year with an *ad interim* teacher of economics, whose outstanding quality was an excessive laziness. At one period in the year it became known around the campus that he had made a great improvement and was delivering learned and brilliant lectures, accompanied by much boasting of the original investigation that he was doing. One afternoon a student doing janitorial work in his classroom opened a text book which was lying on his desk and found in it, word for word, the lectures to which he had been listening during the preceding weeks.

The most baneful type of dishonesty in teaching is much more subtle than this. Students are rather tolerant. If a teacher is personally inoffensive, he can get away with much. If he is generous with the ointment of gladness, and

merciful with his requirements, those subjected to him will not be inclined to complain. In many cases thorough supervision is lacking. The teacher, as a rule, determines the direction of the activities of a given period. Ways of concealing his deficiencies are not difficult to find. The fact that he has such unusual opportunities for slipshodness, futility and dishonesty places a greater responsibility upon him. The efficiency of an institution, or a school system, must depend in the long run upon the intellectual honesty of the men and women to whom it has entrusted that work of instruction for which it primarily exists. Professional integrity is the cornerstone of good teaching.

Do You Delegate Responsibility?

C. W. McNARY
Assistant Superintendent of Schools
Erie, Pennsylvania

What to do and what to delegate—that's the question here answered for the principal or other executive.

ORGANIZE, deputize, supervise, runs the familiar analysis of good administration. Nowhere is a thorough understanding of this analysis more urgently needed than in the administration of a secondary school. Although much has been written on secondary administration, number two of the above trinity seems to have been somewhat neglected both by those who have been moved to write and those charged with the administration of high schools. Because of its peculiar importance it should be thoroughly understood by every high school principal. The multiplicity of matters, aside from planning and supervision, which fall within the scope of administration in the modern high school, is such as to render essential a definite understanding of the purposes, principles, extent, acceptable methods, and psychology of the delegation of duties. Through such an understanding only, can the principal attain efficiency in administration.

▼

The importance of delegation lies in the fact that it is the means by which a principal gets to his real job. Heading the list of things which he should do stands *improvement of instruction.* This can be accomplished only through classroom supervision. But supervision must extend far beyond the limits of the classroom. It should cover every phase of the school's activities. It demands that the principal see and know how every activity of the school is running, and that he help each to run more effectively and more efficiently. Yet no part of the principal's job is so thoroughly neglected as supervision. There are two reasons for this. One, the numerous and varied matters which press for attention in the office are more demanding and more interesting than supervisory work. (2) many principals do not thoroughly understand the importance of delegation in the administration set-up, or are not adept at utilizing it and so cannot get to the business of supervision. Delegation of duties to others in the organization is the means, and the only means, by which the principal can clear his calendar for supervision and for the other more important aspects of his job.

Many principals fail to realize full value from their attempts to delegate duties because they have not developed an adequate philosophy of administration, which of course includes the principles of delegation. Delegation is a science as well as an art. As such it should be studied to the point of thorough understanding.

▼

Among the more important principles of successful delegation is the necessity for a clear statement of policy and procedure when duty is assigned. It obviously is not fair to anyone concerned to delegate duties in any other manner. Policies and procedures may have to be, and can readily be, modified in the light of experience. However, no subordinate should be expected to enter upon an assignment without clear cut instructions.

▼

Another fundamental rule of successful delegation requires that the principal keep hands off after the assignment is made. The only possible exceptions to this rule would allow the principal to perform the duty for a brief period by way of instruction, or in an emergency and at the request of the assignee for help. In this latter case it is far better for the principal to assign even temporary help than to give it himself.

This principle of hands off does not preclude supervision—rather it demands, and keeps the way open for, supervision. It holds the assignee responsible for results, barring the way for excuses and alibis. It generates confidence between the principal and the one to whom he has assigned work. It rests on exactly the same basis as supervision of classroom instruction.

▼

A third principle of delegation is one which runs through any well formulated philosophy of administration. It is,—support the person assigned to do the job. Even with clear statements of policy and procedures, mistakes in judgment will occur. These may be pointed

out and discussed at length in private. But as before the public, the student body and the other members of the force, the one doing the job must be supported to the fullest extent within reason. On no other basis can a sound system of administration be built.

▼

This point deserves special emphasis because certain misunderstandings of some of the newer phases of educational philosophy have caused many principals to let down in their support to teachers. The great emphasis on democracy in public education and the influence of the progressive movement have caused not a few administrators to feel that anything resembling a firm hand in pupil management is out of place. One principal within the writer's knowledge proceeds on the announced assumption that the teacher is at least half wrong in all cases of classroom discipline. Even if this were true it would indicate a procedure on his part other than that of letting the pupils know that such is his belief.

▼

Nothing could be further from the truth than that lack of adequate and reasonable support for teachers, whether in classroom work or in extra assignments, constitutes democracy in education or the fundamental elements of the progressive philosophy. The essence of democracy is beautifully expressed in the lines, "Confirm thy good in brotherhood, *Thy liberty in law*", while progressive methods are demoralizing if attempted before they are thoroughly understood. Undoubtedly the shadow of these movements has been caught by many principals while the substance has eluded them.

▼

It would probably be well to mention here the value of giving credit to those to whom tasks have been assigned. Here is the great secret of getting subordinates to do things enthusiastically and well. A principal who established a national reputation for the type and quality of his school had time allotted on his daily calendar for the expression of appreciation. During this quarter hour he went personally to the members of his force who had done commendable work to tell them that he had noted and appreciated their accomplishment or progress. The results were almost magical. It is his expressed belief that lacking this device he could not have gotten the prodigious amount of work from his teachers necessary to make the name of his school known in educational circles throughout the country.

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It is not cleverness on a principal's part to plant an idea and let it be brought back to him a week, a month, or a year later without saying, "That's what I suggested." It's just good technique. Both professional and lay people understand quite clearly somehow that an institution doesn't rise higher than its head. He can afford to be most generous in giving credit to members of his force for it redounds to him with interest. Truth is he cannot afford to with-hold it.

To what extent should a principal delegate administrative duties? Many factors may enter into the answer of this question in any particular situation. The size of the school, the physical strength and abilities of the principal, the type and training of members of the staff and their attitudes, tradition and community attitudes—to mention but a few—are factors which will bear upon this answer. In general the principal should reserve for his personal attention the most important items on the list of administrative functions in such number and amount as he can care for effectively and efficiently. All others should be delegated. His supervisory program should claim first place. He should make sure that he has adequate time for supervision and for professional leadership. Real supervision and professional leadership require faculty meetings, group meetings by departments and by grades, as well as conferences with individual teachers. These all require preparation of a thorough-going sort. Disciplinary cases necessitating conferences with parents usually have to be handled in some measure by the principal. The morale and rapport of teaching force and student body will require thought and effort and cannot be left entirely to subordinates. Public relations, while not solely the work of the principal, will require his definite attention. Briefly there is a core of administrative work in a secondary school which must be attended to by the principal in person; there is also a great periphery of administrative matters claiming attention which will swamp a principal who does not delegate them in such manner and with such understanding as will cause them to stay delegated. For example, he cannot perform his own real job and personally manage the social program of his school, or the athletic program, or the commencement program, or attendance details, or ticket sales or the thousand and one other things which might be listed. Furthermore, he must avoid the habit of taking active part in these things and must train his teachers and pupils not to expect him to do so, in order to preserve inviolate his time for the things he personally must do.

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There is divergence of opinion among authorities as to whether delegation of duty should carry responsibility for decision or not. Some feel that decision should be reserved by the principal while others feel that the performance of duty and responsibility for decision should go hand in hand. It is of no great importance whether one plan or the other is adopted except that subordinates should clearly understand which plan is in effect. The former has the advantage of keeping the principal in much closer touch with all phases of his organization than is otherwise possible, but does not

provide the freedom from detail argued for in this article. The second plan necessitates much closer supervision during the early stages of the assignment, but does eventually result in greater freedom from detail. It has the further advantage of developing the organization in self-sufficiency, and individuals in self-reliance much more quickly and much more thoroughly than can otherwise be done.

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The psychology of delegation is of great importance. The complexities of human relations in a secondary school are almost beyond belief. Varying degrees of ability, different attitudes and motives, the reactions of personality to personality, skill and ease, or the lack of it, in dealing with people, and countless other factors enter the picture to make delegation of duty a function fraught with possibilities for good or ill to the school and to the principal. One ill-considered assignment can cause almost unlimited headaches; but the right person on the right job is a joy forever. As noted above, delegation is a science as well as an art. As such it should be studied to the point of thorough understanding.

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A teacher once said to a principal who was being promoted to general administrative work, "Why leave here? Here you have everything. You don't do anything. Everyone else works while you just go about to see that they are doing their work properly. That's as it should be. But why leave such an ideal situation?" That teacher had an excellent philosophy of administration.

"Though I Speak" .....

CHARLES F. PRIOR
Superintendent of Schools
Fairhaven, Massachusetts

THOUGH I speak with the tongues of the pedagog and researcher, and have not love and human understanding of children, I am become as sounding brass or a tinkling cymbal.

And though I have the gift of prophesying when the supervisors will arrive, and understand the mysteries of tactful speech; and though I have all faith in my ability to influence people, and have not a love for and devotion to the highest interests of my school, I am nothing.

And though I take courses in education every summer and can talk fluently about them; and though I have earned my Master's Degree in Education; and do not have that love which obligates me to make my knowledge helpful to my pupils, it profits me nothing.

Love of children makes me patient and kind; love keeps me gentle in dealing with parents; love prevents me from envying fellow-teachers, and leads me to say good things about them rather than talk about my own greatness.

Love of children and the cause of education makes me careful of my conduct, unselfish, not easily angered, and, above all, slow to think evil of children, parents or collegues.

Love leads me to rejoice, not in the unpopularity and mistakes other teachers make, but in the good will they enjoy and the successes they achieve.

Love causes me to be efficient in unwelcome as well as welcome tasks; to be loyal to the curriculum I have to teach, but to think and work to the end that it may be improved.

Love cannot fail; it may not get me a high salary but I can deserve one; I may be unable to talk fluently in terms of statistics and psychological research, but love leads me to study and apply today's knowledge; I, too, look forward to the time when that which is perfect is come and that which is in part shall be done away.

When I was a beginner, I spake, understood, thought as a beginner, but, with experience, I have put away beginners' conceptions. Then I thought teaching was a job, now I look upon it as a profession; then I was imparting information, now I am building personality; then I made the pupil a passive recipient, now I lead him to participate actively in all thngs; then I was fitting him for selfish success, now I am training him for social and civic usefulness.

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There is faith. I believe in the potential power of each pupil and try to inspire him with that belief; I believe in education as the chief instrument in making a better, happier, more useful life; I believe in democracy and that it is my mission to make it safe.

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There is hope. I feel there is a Power beyond self which works for right things; it gives me courage to go on when my efforts seem futile, when human ability appears to be insufficient. I am the messenger of hope to my pupils, for without it there is failure.

There is faith, hope, love, but the greatest of these is LOVE.

Education for the Common Defense

LYLE ASHBY
National Education Association
Washington, D. C.

Suggestions for every school's observance of American Education Week, November 10-16.

THE title of this article is the general theme for the twentieth observance of American Education Week. Although this theme was chosen ten months ago, the march of world events has made it more appropriate with every passing hour.

American Education Week is sponsored by the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers with the cooperation of other national agencies and of state and local organizations both lay and professional.

The primary purpose of American Education Week is to bring the achievements, aims and needs of the schools before the people. More specific objectives include the following: To increase public understanding and appreciation of the schools; to encourage every parent to visit his child's school at least once annually; to secure the participation of the people in improving the schools; to give pupils an appreciation of what the schools are doing for them; to encourage civic groups to give consideration to education; to provide an annual period of special emphasis in all-year programs of educational interpretation.

American Education Week serves to highlight the continuing program of public relations that should be carried out by every school system. About 8,000,000 people annually respond to the slogan of American Education Week, "Visit Your Schools." Such a vast pilgrimage is evidence of their interest in education.

The complete program for the 1940 observance of American Education Week is:

General Theme:
Education for the Common Defense
Sunday, November 10:
Enriching Spiritual Life
Monday, November 11:
Strengthening Civic Loyalties
Tuesday, November 12:
Financing Public Education
Wednesday, November 13:
Developing Human Resources
Thursday, November 14:
Safeguarding Natural Resources
Friday, November 15:
Perpetuating Individual Liberties
Saturday, November 16:
Building Economic Security

This program for the observance offers a unique opportunity to bring the place of the schools in our democracy and in the national defense program before the people. Every school system in the nation should take advantage of it. Schools at every level make a contribution to the common defense. Military preparedness and technical mechanical skills for adults are not the only defense needed. Moral defense is basic to all other defenses.

According to the Educational Policies Commission the requirements for moral defense are: First, "that the American people achieve a clear understanding of the nature of democracy and of the goals to which this democracy aspires"; second, "the development in all citizens, from the earliest years, of deep and abiding loyalties to the central values of democracy"; third, "that we shall be on guard against internal conditions which threaten our national unity."

Continuing, the Educational Policies Commission holds "that in the defense of American democracy our system of education must play a central role." American Education Week offers an opportunity for the schools to show their readiness and desire to promote the common defense.

American Education Week in 1940 is vitally important for another reason. School finance programs have recently been reduced in many communities. The pressure for public funds needed to finance unemployment relief, old age pensions and the rising cost of other governmental services is being felt by the schools. According to another report of the Educational Policies Commission on *Education and Economic Well-Being in American Democracy*, "while public expenditures in general rose from $11,943,000,000 in 1930 to $16,981,000,000 in 1936, the cost of public education—elementary, secondary, and higher, regular and emergency, federal, state, and local—declined from $2,607,000,000 to $2,254,000,000."

American Education Week is the best opportunity of the school year for a concerted effort on the part of schools, and the friends of education, throughout the United States to meet such campaigns.

It is interesting, as we prepare for the twentieth annual observance of American Education Week to recall that the founding of American Education Week in 1921 grew out of conditions revealed by the World War draft. Twenty-five per cent of the men examined in

the draft were found to be illiterate; 29 per cent were physically unfit. These were startling disclosures. Unfit as they were for war, these men also were incapable of serving their country most effectively in time of peace. Members of the newly formed American Legion wished to help correct these conditions. They saw in this situation an opportunity to serve their country after the war. When a campaign of education appeared to be the only answer, they consulted with the officers of the National Education Association and the United States Office of Education from whom they received ready cooperation. As a result of these conferences, the first American Education Week was observed in 1921.

Local responsibility and leadership in the observance of American Education Week varies from one community to another. In many cities the superintendent of schools takes the lead, appoints committees, and encourages the observance. In others the observance is sponsored by the teachers association. Lay organizations frequently cooperate. A successful local observance is the result of two factors: First, the enthusiastic leadership of a person or group; second, careful planning well in advance. Among the important things to do in planning are: Organize a general committee. Plan the general features of the program. Appoint subcommittees. Secure the support of lay groups. Plan for exhibits and open-houses. Plan classroom, school, and community-wide programs. Prepare or secure materials for distribution to homes. Plan a careful campaign of publicity concerning all phases of your program. Local initiative is the main factor in a successful observance.

A successful local observance usually includes: (1) Open-house programs, perhaps the most universally used device, when the public is invited to visit and observe the schools in action; (2) many student activities including classes, assemblies, features in school papers, and programs by local units of Future Teachers of America and other school clubs; (3) meetings of civic and social clubs and church groups devoted to a consideration of the schools; (4) special messages about the schools sent into the homes; (5) publicity through press, radio, public meeting, and other agencies; (6) a proclamation by the mayor setting aside the week for observance. A good local observance succeeds in getting a large proportion of the parents to visit the schools and in having the work of the schools brought before the greatest possible number of citizens.

Plan now to make American Education Week 1940 a vital event in your school system and community. Materials to assist you in planning your observance may be secured from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

Special Meeting of the Board

A Prize-Winning Story

MARGARET DELANEY
Clark, South Dakota

THE members of the Mayfield Board of Education ranged themselves around the library table, placing the ash trays at equidistant points between them, and prepared for the business of the evening. Superintendent Jones rustled and shifted his sheaf of papers and unscrewed the cap of his fountain pen, looking toward Joe Mayner, president of the Board.

"Well, Joe, we might as well begin," he said.

They all looked a little uncomfortable, because they knew the reason for this special meeting. The year's financial report had been gone over so often that they all realized the situation added up to only one thing. One of the high school teachers must be dropped, in order to make the budget balance for the coming year.

Of course, any fool knew they couldn't let the coach go, especially when he was turning out winning teams, as the fellow they had this year was. If you got right down to fine points, that new music teacher left quite a little to be desired in the matter of discipline, but she was Joe Mayner's niece, and you didn't dare suggest letting her out. Round and round they went, but each member of the faculty seemed to have some measure of security, except one. The Board members knew from the beginning where the axe would fall, but each waited for someone else to make the verbal suggestion that they would have to let Miss Hawley go.

Miss Hawley had been there for five or six years. It was hard to remember exactly when she did come. There had been no fanfare of excitement accompanying her entrance into the system. In fact, she had sort of slipped in at first as a substitute. She was a good teacher—everyone admitted that—

but perhaps a little old-fashioned. The Board members didn't really know that she was, but a fellow had to have some sort of excuse, and there was nothing else to put your finger on. And, undoubtedly, she was old-fashioned. She could hardly help it, being so much older than the rest of the faculty. They discussed the point for half an hour, all agreeing that it was a shame to let her out, because it would be pretty hard for a woman of her age to get into another system, but somebody had to be let out. And the Principal could explain the situation to her, and let her see there wasn't anything against her teaching, or anything like that.

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Eve Lane looked out on the blinking lights of Michigan Boulevard, and wondered if it were actually true that she, a little girl from Mayfield high school, had landed a position with a broadcasting company in Chicago. In half an hour she would go on the air in her first regular program. She tried to recall the incidents that had led to this exciting opportunity. It seemed as though it had really started that time when she had won the state honors in an original oration contest, when she was a junior in high school. Funny, about that oration. It seemed almost like a miracle the way that happened. And she came so near not even entering the contest! She had been so angry when she learned that she couldn't get into the regular public speaking division, and had been shunted off with a few extras to work with Miss Hawley, the assistant English teacher. And that night when she went to Miss Hawley's room to work on her oration, something strange and wonderful happened. They didn't really work on the oration; they just talked for hours. And Miss Hawley played some talking machine records, really good ones that Eve had never heard before, even at school, and told her a little about the composers and how the music happened to be written. She read her some poetry too, from some little volumes—she didn't know who the author was—in fact, Miss Hawley just smiled when she asked her, and said it was just one of the would-be authors that nobody knew about. But most of the time, they just talked, talked about everything in the world it seemed.

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And when Eve left Miss Hawley's apartment she was fired with ideas for her oration. She wrote the first draft of it that same night, while her brain was still burning with inspiration. Funny, that a little thing like that could start a career that led to a radio contract.

"If you take my advice, boy, you won't try any funny stuff here. They don't stand for any nonsense, but if you settle down and tend to your work the way you're supposed to, they treat you fair enough, and you can always get time off for good behavior."

▼

Phil Denton looked at the gray stone walls surrounding the state penitentiary, and realized that a three-year stretch is a long time for a young fellow just past his twenty-first birthday. How did it happen, anyway? Guess it started when he was just a kid—always in devilment of some kind or other, but the real jar came when they kicked him out of high school and sent him off to reform school. That was a dirty trick they played on him. Reform school, Bah! Lot of reforming he got there. If it hadn't been for the things he learned there, he wouldn't be in the pen today. The poor fools thought they were doing the best thing for him, the way they all preached at him at that faculty meeting in the principal's office; all had the same story, except that funny old Hawley girl. Of the whole pack of them she was the only one that came through and said to give him another chance. Of course, they didn't pay any attention to her, but even then, she still stuck up for him, and sent him magazines and wrote letters during the two years he was out there.

Even in this last deal, she had slipped up to him in the courtroom that night, while he was waiting for the jury to come in with the verdict, and told him she was sorry he was in trouble, but that he wasn't licked yet. What was it she said then, something about the way that you played the game when the goin' got tough being the thing that really counted. Funny for her to have been interested enough in him to come up and talk to him. But she always was a little funny, even in school, not like the rest of them.

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The president of the School Board remembered that there were some mimeographed reports to pass out. Very interesting stuff in them, too, such as the statistical tables, showing the number of graduates from the school during the past ten years. Now, take the past six years, a total of 345 graduates was pretty good from a little school like Mayfield. And, then these figures show the ones that dropped out before they finished—almost 250 more in that group. A lot of kids!

Yes, a lot of kids, some of them in college, some in offices, others on farms, many in homes of their own, a few in breadlines, one in a penitentiary, one on the brink of a successful radio career—but almost all of them remembering now and then little things that Miss Hawley had said in her English classes. Strange that they remembered things she said, and forgot most of the teachers that they had liked so much better. She always was a kind of a funny duck, different from the rest of them.

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The School Board members looked at their watches and decided they had better adjourn. It was a darned shame to have to drop Miss Hawley, but then, there would probably be something she could find to do. Other women

her age always seemed to get on some of those projects, repairing library books, or whatever they were doing up in the city hall. The Principal would have to explain to her how it was. Make her see that they didn't have any fault to find with her work or anything like that. It was too bad, but somebody had to be let out, and, well, a fellow had to try to keep the school up to date.

Has Your School a "Toybrary"?

By building up a kit-loan collection you can have materials at hand for for various learning activities.

FRANK M. RICH
Principal, Public School No. 2
Paterson, New Jersey

AN OLD hill-billy in Vermont used to say to his callers when the time for refreshment came round, "Well, boys, if I had some cider, I'd give ye some; and dern good cider, too."

Hospitality in the school service naturally suggests a parallel thought toward those honored guests of ours, the 35 million students in this country, who are compelled by law and custom to spend their working hours for a quarter of an average lifetime, buying release from the abstractions of the cloister and admission to the concrete realities of life:

"Well, young people, if we had any real life experiences, we'd give you some; and darned useful, stimulating experiences, too!"

But in spite of generous intentions now and then, the fact remains that useful, stimulating experiences of concrete reality are about as scarce in the classrooms as cider was at Billy's fireside.

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The principle of "creative self-expression", for example, is a gracious thought in child training, but the intention is somewhat misimproved when the only self-expressive creations in evidence around the place are bales of deep-color calcimine sketches awaiting disposal in the incinerator.

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"Child self-activity" is likewise a genial bow toward new goals in initiative and intelligence, but what an insult to children's intelligence is offered when the only self-activity apparatus on the premises is the usual row of see-saws, swings and sand-boxes on the playground.

Gargantua in his $100,000 cage, working off his surplus energy on a useless rubber tire, may be a prize spectacle for circus patrons, but it is hardly a good pattern for human education.

School shops, kitchens, gardens, laboratories and gymnasiums are worthier tributes to children's productivity, and their passionate urge to be like their elders and share the things they do; but even these special activity departments, fine as they look, are still too regimental and perfunctory to get to the heart of the seven cardinal objectives, which are now generally admitted to be the real goals of education—health of mind and body, vocational and quasi-vocational efficiency, wise use of leisure, worthy home membership, practical applications of the fundamental school processes, good citizenship and ethical culture.

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If all the school patrons of the land should lie awake and think these objectives through in detail some night, and in the morning all awake with a united mind to see them achieved, in briefest time and fullest measure, or else put the kibitzer on all officials responsible for failure, what sort of a regimen would the startled school department set up to save themselves from professional extermination? Would school plants remain as now, blocks of slate-walled audience chambers, with the addition, perhaps, of some sound pictures or television apparatus, or would the accountable parties hasten to arrange some sort of pupil apprenticeship in prosperous farmers' homes, say, where learners, under guidance could assume a generous share of the productive activities of kitchen, garden, dairy, laundry, shop, barn, wood-lot, field, garage, market, meeting house, library and grange hall, with plenty of labor, direction, discussion, correction, salesmanship, accounting, research, correspondence, entertainment of household, neighborhood and city visitors, and exchange visits to the city in return?

Opinions on the details of training may differ, but it is a safe bet that any stern pressure for results would soon tip the scales toward more bodily participation in a wide diversity of useful experiences, and away from so much supine listening to a loud speaker in an empty freight-house.

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Comenius rendered a signal service to education three hundred years ago, when he found a way to dilute the floods of academic colloquy with a sprinkling of

meaningful pictures. Rousseau, a hundred years later, rendered an even greater service when he inspired Pestalozzi, Froebel, Herbart and their followers to prune away some of the artificialities of the teaching tradition, and let first-hand experience with the forces of nature do something in the training of students. Pioneers of our own day are insistently harping on the same theme, and occasionally making two blades of grass or two kernels of corn grow where one grew before; but it takes a lot of genius, research and teacher-training to make the principle workable. How can children be turned loose to develop independence and initiative, and at the same time be kept conveniently in custody? How can the conventional classroom compass bodily participation in a wide variety of useful experiences without turning the school into a bedlam and the teacher into a praecox patient?

One promising blade or kernel which seems to strike most people favorable as a partial answer to the problem is the outfit museum or kit-loan library, which undertakes to farm out tools and directions whereby students can do by themselves a variety of worthwhile things that teachers could not undertake to direct and manage en masse.

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The list of things young people will find interesting and profitable sprangles out in every direction—porch boxes, minstrel wigs, vacuum cleaners, grocery scales, trick lassos, almost anything from a spool knitter to a pet pony. If the money is available the library can buy keyboard accordions and compound microscopes. If not, youngsters will like a hundred costless things,—cardboard looms, barrel-hoop coping saws, burlap embroidery, knitting frames, magic, home-made puppets, paint-sets, puzzles, and so on.

Space requirements for the outfit are also very elastic—a roof playground, a spare room, a screened off corner in the basement, a case in a corridor, a drawer in a teacher's desk.

There is only one minimum essential—an alert, interested sponsor. He will easily recruit useful assistants from New Deal agencies, teacher and student volunteers and public spirited citizens, so the duties are not arduous, but every enterprise needs a forceful director.

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A typical instance of what has been done and can be done with such an outfit is the story of the kit loan library in School No. 2, Paterson. The proposition was initiated by Boy's Work Director Ault of the Paterson Y.M.C.A., who chanced upon an article of Maxine Davis's in Colliers for December 11, 1937, called "Christmas Every Day", telling how the County Probation Department of Los Angeles had sponsored a toy shop and library with the aid of the local W.P.A.

Mr. Ault took the idea to Recreation Supt. Cappio, and the two converted their Y's Men's Club to the extent of $50 for a starter. School No. 2 in the center of the city was selected for the experiment. Converting the principal was easy. I had been lending out magic lanterns, table games, musical instruments, boxing gloves, stilts, steam engines, telegraph outfits, tools, models, pets and the like for home use for years with great satisfaction. Loans had often been the making of backward and recalcitrant youngsters. I accepted this offer of a real loan library with alacrity. The Mayor gave his blessing and a Board of Recreation carpenter built a 12' by 20' cage of chicken wire and two-by-fours, with wide display shelves and a two piece door, in a large basement room called the "community room".

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A canvass of service clubs brought donations of dolls, scooters, tricycles, baby carriages, sleds, skates, balls, bats and other game apparatus which were reconditioned in National Youth Administration workshops. Loans started with a staff of two boys and two girls of the N.Y.A. as librarians. The opening was properly recorded by camera-men and reporters.

At this point accounts of similar projects in other places carry the impression that once installed the loan centers or toy-braries sailed ahead, working marvellous improvements in all concerned. Little girls fell in love with borrowed dolls and worked for weeks to earn permanent ownership. Bad boys stopped taunting the cops and gratefully took their borrowed scooters and bats to public parks for refined recreation. Refreshed with this uplift they turned to arithmetic home work with positive relish. The librarians, waiting on the dear tots, became infused with a compelling desire for social service. Even the toy-shop workers grew so enamoured of the work that they often pleaded for an overtime half hour to dress another doll or paint another carriage.

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Candor compels us to admit that this description does not fit the project in Paterson. It is true that for some time an unusual number of children were found in the open enjoying themselves with borrowed scooters, skates and doll carriages. But before long the decline set in. Little girls were less likely to fall in love with the many dolls than they were with the one sewing machine, and after waiting weeks for a chance to borrow it, it was more than likely to be out of kilter and useless. The same was true of the one typewriter, talking machine and toy piano.

Then little Joe would borrow a cart, scooter or tricycle. It was the half hitch to start with; then big bull Bill would grab it for a little ride and the shaky bolts, nuts and collars broke down completely. Ma hollered; pa got sore; the

librarian acted sour and suspicious and now "We don't want no more loans from no loan library."

The much vaunted yen for social service failed to materialize. Youth Administration workers were not the cream of the labor market, naturally. You wouldn't expect them to be able to tune a zither or repair the governor on a victrola. But it was reasonable to expect they would be in their glory quietly checking stock and filing cards or busily playing Santa Claus to eager youngsters and seeing that they got away safely and quietly with their prizes. On the contrary Romeo was in his glory warming a corner with cuddly Juliet, or cutting out half an hour early, with no more conscience than a billy-goat.

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Still and all, early blunders are not so serious if they point the way to later improvements, and that is what the next season brought. A kind of merit system was worked out with N.Y.A. authorities, with a taste of good old weave-shop discipline established on the premises. The New Deal problem of serving two masters, charity and efficiency, was settled in favor of efficiency. It was decided that the real charity was a toughening of nerve and sinew to enjoy that fine form of athletics called hard work.

With an expanded program, new assistants were taken on, and a program inaugurated that would have done credit to an industrial concern, building workmanlike charts and cases from mattress boxes, typing and stencilling neat lists and directions and even directing squads of pupil volunteers to make models and patterns of a wide variety of home-made toys, apparatus and musical instruments.

Long rows of dolls still held out appealing hands to prospective borrowers, and wheel toys retained a measure of popularity. There was a flurry of new interest in stereoscopes, talking machines and zithers. But the big departure was suggested by the typewriter, piano and sewing machine. Why not go beyond the merely amusing and furnish productive items that promised more profitable employment? That idea gave a new boost to the whole lending project. The organization went in for bamboo and aluminum fifes, macaroni box dulcimers, melody bells and chimes, with a little individual instruction on the side. Tin can talking machines, safety charcoal stoves, mattress-box puppet stages, home-made microscopes, fireless cookers, ice-cream freezers, parlor croquet, and the like came into vogue. The winning devices were those which were not only fun to borrow and use, but costless and easy to duplicate and own.

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Ordinarily pupils visited the loan library by themselves after school, but when the library had collected enough copies of one item to supply a whole class, they sometimes offered a "class special" to all who wanted to borrow; for example, a sheet of galvanized wire screen with which primary children, even first graders and backward pupils could stencil beautifully lettered booklets; or aluminum foil of .005" grade which modelled kazoos to sing into or bas reliefs to cover an empty tin can. Stuffed cloth figures, papier mache, confectioner's sugar decoration, paper flowers and dozens of other construction outfits were all popular by turns.

These class loans led to still closer correlations with the work of the teachers. Teachers and pupils both gratefully discovered that the loan museum could help provide a stock of homework activities quite as scholarly and much more entertaining than the usual study assignments. Texture posters of sheet rubber, sponge, cloth, foil, veneer, etc. cemented on cardboard made pictures of startling realism to illustrate geography, history and science and furnished all the fun of model building with the making of note books. Game folders of the toy store, cafeteria, green grocery and post office type brought new joy into the arithmetic. Working flat models of motors, engines, planets, and so on carried the same spirit into the science lessons.

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Visitors to the building spread the news that School No. 2 pupils seemed to be having a pretty good time of it. Neighbors at work on parallel projects began to take a neighborly interest. The W.P.A. museum project in Newark borrowed samples of our projects to copy and distribute to their patrons. Leaders in the Objective Teaching Materials and Techniques of New York City schools visited the school and booked some of the ideas for production. The Connecticut W.P.A. Welfare Projects staff are interested. The kit-loan or toybrary, making good use of classroom correlations is a feasible answer to an optimum school activities program with a minimum of cost and bother. The idea is in its infancy but it is bound to go over, because, as the man said about Niagara Falls, there is nothing to stop it.

In view of the need for a broader and more thorough civic education for youth and of the demands of the workaday world for more maturity on the part of young people entering upon employment for the the first time, we must plan for an upward extension of secondary education to include the thirteenth and fourteenth grades with a strong emphasis on vocational courses which will terminate not later than the age of approximately 20 years.—(J. W. Studebaker, U. S. Commissioner of Education.)

A Pay-As-We-Go Building Program

P. S. AMIDON
Superintendent of Schools
St. Paul, Minnesota

How a half-dozen new construction projects were handled without further mortgaging the future.

IT was easy for school boards and school administrators to justify the financing of capital outlay through the issuance of bonds. We had to look no further than the modern business world to find instances where that policy was being followed on a wide-scale basis. Perhaps we failed to distinguish in our thinking between the situation faced by a business that was intended to be productive in monetary returns and an educational enterprise where the commodities we produced did not in and of themselves give us the wherewithal to retire our debts.

With the rapid increase in the size of school systems because of increases in population and growth in educational offerings, the financial obligations that we committed ourselves to meet in the future grew greater and greater. There were those who felt that this presented no alarming features. They pointed to the prosperity of our expanding economy and to the fact that once our capital investment was made, our expenditures for permanent improvements would taper off. Whether or not this contention was true, we shall probably never discover for the era of carefree school bond issues came to a close with the onset of the depression and was made acute by the subsequent need for constantly increasing relief expenditures of various kinds.

We may be passing into another era now where the demands of defense appropriations added to relief costs will place further limitations on the expansion of educational facilities through the issuance of obligations to be paid out of the income of a more hopeful future.

Faced with this situation, school administrations may be forced to finance building expansion and modernization out of current revenue. That this may not be unmixed evil is evident from our experience in St. Paul; in fact, we are inclined to feel that it may turn out to be something in the nature of an unmixed good. In St. Paul in 1940, on school buildings valued for insurance purposes at approximately $12,000,000, we find ourselves owing $9,953,000 in principal on bonds issued for school building purposes. The last of these bonds will fall due in 1961 and, if paid on their due date, will involve interest payments of $5,179,210. Hence, our total lien on the future amounts to $15,132,210. With this situation facing us, we found ourselves in need of six buildings or additions to buildings. In 1938 steps were taken to make possible the construction of these additions from current revenues. Our City Comptroller put aside $150,000 a year in 1938, in 1939, and in 1940 for this purpose and plans were put under way for the needed construction.

The six projects planned involved the construction of fifty-one classrooms, two auditoriums, and a gymnasium. Three were additions to high school buildings; two were elementary school additions; and one was a new elementary school. The total cost involved approximately $785,000, of which approximately $350,000 was secured from the Public Works Administration. This grant made it possible to meet our immediate building needs within the limits of the money set aside out of three years' current revenues.

Before we planned any enlargement of our school plant facilities, a careful school survey was made and steps were taken to insure the greatest possible utilization of existing school building capacities. This involved some reorganization in the housing of pupils and in the divisions between the elementary, junior high, and senior high school units. Since I have described this reorganization elsewhere, it is necessary only to state here that in spite of what we considered to be maximum utilization of existing facilities, there was still need for the expansion outlined above. Too, obsolescence and depreciation may for some years necessitate further financing from current revenue of building renovation and replacements.

I do not want to conclude without saying that I am conscious of the discrepancy that is involved in the approximately $350,000 Public Works funds used to supplement our current revenues. These grants, while composed of federal funds, do, of course, constitute a lien upon the future finances of our economy and, hence, my argument as to the possible efficacy of financing capital outlay from current revenue applies only to those funds raised currently in our local district. I feel, however, that what we have achieved signalizes a new trend in the financing of school buildings and points the way to a more realistic administration of school finance.

Financing of permanent school improvements by the issuance of

bonds is, of course, an entirely different problem in a large community than in a small community, in a community where only an occasional capital outlay is called for and a community in which there are constantly recurring demands for building expansion. In a small community where only an occasional school building is constructed an undue burden would be placed on the taxpayers if the attempt were made to finance a building program from current revenues. Unless some communities find it advisable and possible to establish sinking funds for this purpose, it will remain necessary for them to issue bonds for the construction of school buildings. Such communities will have to decide on the relative advisability of the sinking fund procedure and the bond issue procedure.

In our large school communities, however, the obsolescence of buildings and the trend toward the development of new residential districts in areas not now adequately served by school buildings will probably necessitate new school construction for some time to come. Communities must face this problem realistically. They must attempt to plan for the educational utilization of school buildings in areas where such buildings are no longer needed for their original purpose, as well as to consider the best methods for financing the new buildings that are needed. In St. Paul it is proving possible to plan for the utilization of some of these older buildings in our program for an expanding offering in fields that we have classified broadly as vocational. There seems to be no question that the need for expansion in these fields and the utilization of school building surplus capacity for that purpose have made our citizens more receptive to school building expansion where that has been necessary. Such planning has also effected definite economies as far as building needs are concerned and has made our city better able to afford from current revenues expenditures necessary for expansion.

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It must always be borne in mind that any program for the financing of the schools must be planned in accordance with particular conditions found in the community, whether those conditions be characteristic of small communities or large communities, of communities with recurrent or with constant demands for capital outlay. They will also have to be planned in terms of the complete educational pattern in the community and the possibility of effecting economies through the maximum utilization of existing facilities.

"Mediocrity" Debate Continues

C. E. HAGIE
Superintendent of Schools
Biwabik, Minnesota

I READ with interest Miss Slonim's rejoinder in THE JOURNAL OF EDUCATION for September, to my article on "Mediocrity". I am always pleased when I can stimulate others to attempt an analysis of educational issues. I am free to confess that I was very much disappointed that her reply was positively the only unfavorable reaction I received from the article.

Although it is a noble attempt at defense, I do not find a single contention in Miss Slonim's reply that satisfactorily refutes the contention made in my article of last April but instead I find gross misrepresentation of my implications which make a reply through the same channel almost imperative. As a matter of recapitulation: my contentions were that due to the political tie up between the teachers college enrollment and their means of support they accept students who should never be encouraged to teach; that due to their salary schedules being lower than those of the state universities they cannot command the choice of personnel on their teaching staffs (I may have been a little lax from the standpoint of chivalry in describing a large part of the faculty personnel—but I can think of a lot worse things I might have said of some of them while adhering strictly to the truth); that the standardized ways of doing things encourage dogmatism and are not conducive to the development of the greatest amount of analytical thinking, individual initiative, and hamper the development of personality; that too much time is wasted on theoretical and methods courses that could be more advantageously devoted to broadening the teacher's general background; that education should be a process of encouraging students to search for truth and of preparing them to develop habits of analytical thinking; that horse sense and good breeding are more desirable in a teacher than abstract scholarship; that "I should rather take chances on going on to the campus of a small, first class, liberal arts college and, after observing the students in their environment as a whole, select teachers without even knowing their grade marks (scholarship), so long as I was assured that they had studied in the fields for which they were being selected to teach, and passed their courses, than to take chances on the pro-

duct of the training institutions", assuming the subsequent use of such an in-service training program as suggested in the article; and, in conclusion, that "It is time for teachers colleges, normal schools, and colleges of education to do some rather drastic reorganization work from their admission technique at one extreme to their philosophy of education at the other—including most of what now lies between the two."

▼

In her reply to my article which "presented a challenge too shrieking to be ignored," Miss Slonim attributes to me, by implication, that which I did not say and would not say: "that the personnel of teacher training institutions is incapable of providing guidance to this end" (developing "breadth of educational vision"). I know many fine individuals who are extremely capable. I did imply that there is entirely too little being done in our teacher training institutions along the lines of developing "breadth of educational vision," and I feel certain that everyone acquainted with the education of our teachers will agree 100% with the statement I actually made in my article.

Miss Slonim's quip about "those worthies who are associated with the liberal arts colleges of this country as superior beings", implies a statement from me on a matter which I did not even remotely approach in my article—the teaching personnel of the liberal arts colleges. The comparison of teaching personnel which I made was restricted specifically to the state teachers training institutions and the "state universities and similar institutions." By the term "similar institutions" I consider it reasonable to suppose my readers would have thought in terms of Harvard, Yale, Princeton and other large, independent universities of comparable size. If Miss Slonim interpreted my preference for people from the "small, liberal arts colleges" to any special educational qualifications possessed by the members of their faculties her assumption is entirely erroneous and could not have been gathered from the text.

My preference for the product of the small, liberal arts college is based on the fact that nearly all of these are built on religious foundations, and even though some of them have admittedly gotten pretty "worldly" the vast majority of them continue to place much more emphasis upon the spiritual and upon conduct and morals (even if the idea is old fashioned) than do the state supported schools. As a result of this they draw their students very extensively from homes where an honest attempt has been made to place the emphasis in child training upon the finer things in life—the things compatible with the idea of "true culture" held by the great founders of our republic to whom the thought of culture and education could not be divorced from a recognition of our dependence upon Deity. A college environment dominated by young people with this type of home training is much more conducive to the life philosophy our teachers should possess than the state institution whose campus is looked upon by many parents as a place where their children may lose their faith in the fundamental concepts of Christian culture. Then, too, the smaller the enrollment of an institution the greater the opportunity to acquire training and experience in leadership under sympathetic guidance. Finally, many of the teachers in these institutions look upon their work more as missionaries of the best in American spiritual and social culture than as just "college teachers." This is the most healthful environment I know of from which to select the public school teachers of America—under present conditions—and they haven't spent half their time trying to learn to do things one way only to find the first principal or supervisor under whom they work insisting they learn it all over again some other way.

Again, Miss Slonim takes it for granted that I approve of "subject-matter specialists whose only concern is the interpretation of their own field" and hastens to assure me that the teachers college has them too. As a matter of fact, I know of nothing worse in American educational practice than the insistence of every teacher confining himself within his own narrow field of specialization. That is exactly why we have so many tens of thousands of college graduates every year who have never learned to reason in the broadest social sense. They have always been led to think of education as separate packages of "knowledge" taken out of carefully insulated, water-tight compartments — and never intended to be associated with each other.

In conclusion Miss Slonim argues the superiority of the teachers college "practice teaching" experience over the facilities of the liberal arts colleges. She seems to overlook the fact that many of the normal schools and teachers colleges of the country have no "training schools" of their own and must depend upon the cooperation of the public schools as do most of the liberal arts colleges. I can only say that my own personal observation leads me to favor the public schools as being the least artificial as a medium for attaining the desired end—that of preparing the neophyte for active and intelligent service in the nation's schools under conditions as they exist in practice.

I am sorry to have been compelled to resort to the use of artillery against the fortifications thrown up around the sacred precincts of the teachers college by Miss Slonim but she just took too much for granted in attempting to tell others what my opinions are in regard to questions upon which I had not previously made a commitment.

The Canine Assault

Beware of reading this article if you ever hope to be comfortable again in using sarcasm!

JAMES A. DUNN
High School
Norwood, Massachusetts

PROBABLY there is no one who does not carry seared into his memory the livid scar made by some cruel bit of sarcasm. The recollection may be of some sudden and generous enthusiasm swiftly destroyed by the withering contempt of an acrimonious associate, or it may be of a deserved rebuke, but in any case the wound left a scar. The Greek, with its usual cogency suggests in a scathing simile the likeness of the laceration of sarcasm to the vicious onslaught of a dog, for the meaning of the root is to tear the flesh as dogs do.

There is no affront more hard to endure than contempt. To oppose bluntly may only rouse another to rather enjoyable combat, but to strip from his soul the protective garments of his self esteem so that he stands defenseless and naked is to subject him to a humiliation that no one ought to be forced to endure.

Paradoxically the sarcastic individual is not usually cruel. The same penetration which allows him to be effectively cutting reveals for him, although too late, the devastating result of his mockery. His gibe is occasioned not by malice but by his impatience with muddled thinking or blundering action. It is the incisive quality of his mind that dissects the incongruities that provide such inviting targets for his derision.

An unkind observer might remark that when the naturally ironic individual takes up teaching the classroom provides the ideal opportunity for him to develop the vicious wit which is sarcasm, but the fairer view is rather that the situation provides the temptation. In an environment where association is upon a more equal basis the ready resentment of his peers may curb if not cure the acidulous one. In the classroom he not only commands, but he forbids retaliation, and this is the most brutal form of verbal tyranny; the helpless victim is rendered defenseless before the torment.

There are two specific causes which are apt to call forth caustic remarks from a teacher. One is the failure of a pupil to accomplish a prescribed task. His irritation at the undone, the incorrect, or the slovenly piece of work is the result of the teacher's zeal to do his job well; if he were disinterested, he would feel no exasperation. He is the victim of his own enthusiasm. Detached consideration, however, would indicate that except for purely accidental causes such as illness, there are only three reasons why a student does not master a problem. When called upon for a recitation, he will answer if he can; it is no perversity which impels him to withhold the answer. He would much rather give it than not, but whether his ignorance is culpable or not, the most vitriolic of aspersions will not produce the desired result. He may be failing because the teacher has not given him the proper preparation to attack the problem. The solution then is quite simple, and it consists in the teacher's searching his own methods rather than indicting the child's. The boy or girl may not have the ability to do the work; if so, there is certainly no justice in blaming him for not doing what is beyond his powers. The third cause lays the pupil most open to just censure; he may have neglected his work. In this case the teacher may resort with varying hopes of success to various expedients, but it is hardly to be expected that the idler will be spurred to energy because he has been made to appear ridiculous. He may be spurred but it will most probably be to resentment and enduring dislike.

The necessity of maintaining order among a volatile group subject to the vagaries of adolescence often drives a teacher, particularly if he is laboring under tension, to deflate the ego of some disturber by the piercing thrust of a caustic word. At times the most competent of disciplinarians have their patience tried by provocation that the most careful foresight and the most tolerant spirit could not prevent. When such situations arise, the whiplash of sarcasm will make the teacher an apparent master of the occasion—but at what a cost! Fear—and sarcasm is universally feared—will secure docility, but it will be a servile subjection which only masks rebellion.

Is sarcasm never justified? The answer must be certainly that there are individuals who from time to time deserve it. Only the sentimentalist will deny that offenses occur which demand retribution, swift, direct, and severe. It is in these cases that the temptation to use the harshest weapon

available is most strong. Confronted with a brazen insolence the teacher may be justified in replying with an excoriating rebuke, but it is doubtful if even here he is wise in availing himself of this right. When he neatly turns the tables on an impudent adversary, he may for the moment relieve his own injured feelings, and he may gain from others a kind of admiration for his cleverness. If that be his purpose, he has gained his end, but if his honest purpose is to help the misguided offender, he has failed. The victim, squirming helplessly under the deft dissection which reveals him in all his pitiful weakness, may subside into a sullen silence, but he may be goaded into increased affront. If he is possessed of spirit, he probably will not let his fellows see him humiliated without defense. His companions, while willing to laugh at his discomfiture, will identify themselves in common case with him. The teacher will have lost a certain amount of the easy control which is created by sympathy, and he will perhaps have made a life-long enemy. The far better thing to do is to talk to the culprit quietly and in privacy. Kindness which is not incompatible with either justice or firmness is a most persuasive force.

The proximate causes of sarcasm have been noted. A more profound scrutiny will reveal the generic cause which is an attitude rather than an event. The teacher, as has already been said, is concerned with the successful behavior or accomplishment of his charges, but beneath his altruistic solicitude there is a rasping of his pride when the results of his efforts are unsatisfactory. When the complacency he feels in his work is rudely disturbed by the more or less complete disregard of his directions, unconsciously at least, he feels his egotism wounded, and he lashes out with the deadliest weapon at his command. The impatience which a quick and accurate mind experiences at the operations of a dull and sluggish mind is pride, for the swift reduction to absurdity is called forth by contempt for the clumsy failure of the subordinate. There is no more justification for pride in the acuteness of a sharp intellect than there is in the self esteem which resents any impairment of serenity. One may have developed a mind, but he certainly never created it; if his mind is good, he is fortunate, but not thereby of superior human stature.

▼

The antidote of pride and the remedy for sarcasm is humility. Humility has become a misunderstood and an unappreciated virtue. It is confused with a servile weakness and a Uriah Heep kind of self abasement. It is neither of these things. It is a sense of proportion which removes self from the center of the universe to its appropriate and dependent outpost in the camp of men. Humility and self respect are not mutually exclusive. A man's just estimation of what he is, is not at all destroyed by the admission of what he is not, and certainly any man is not so far removed from the common lot that he may inflict needless pain on the least of his fellows. He is bound rather to acknowledge the essential dignity of the human spirit.

▼

A grace of humility is humor. Sarcasm is always wit, but it is never humor. Wit is brilliant exposure of the incongruous but it is merciless; humor is always kindly. The humble man often laughs with others; never at them. The saving grace of humor, the tolerant appreciation of the chaotic jumble of the conflicting worlds of the mind will do much to remove from the spirit of the naturally imperious, the prideful notion that he is the world's surgeon ordained to straighten by an incisive slash of his malignant scalpel any deviation of existence as he has ordained it. Humility makes for fellowship with all manner of men, it replaces scorn with sympathy for the stupid and the inept and the blundering, and it creates a charity which reveals more clearly than their defects the merits of the struggling.

WINSHIPISM

"There will always be more or less clearly defined opposition to all efforts to advance. There will be sluggish people who live in perpetual horror of hearing the order 'Quickstep!'; sleepy people whose chief torment is the necessity of waking up; sensitive people who think every word of advocacy of improvement is intended as a criticism of themselves,—their skin is so thin that a word, vocalized never so kindly, has breath enough in it to make them all 'gooseflesh'; frantic people who live with both eyes open and spectacles on to see mischief ahead and create a mob or panic by rallying other frantic people in opposition; conservative people who have but one word in their vocabulary, 'Whoa'. Let teachers not be numbered with any of these!"

—A. E. WINSHIP.

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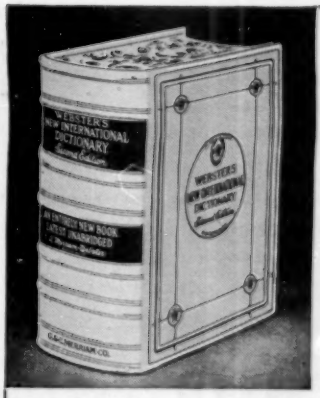

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The Child and School Discipline

PAUL HERBOLD
Teacher, William Tell Aggeler High School
Chatsworth, California

ACCORDING to certain of our present day theorists a child is not to be burdened with the responsibility for his conduct; whenever he does evil a plausible explanation can be advanced to show he should not be blamed for his bent toward anti-social conduct.

The educators who lean toward this type of reasoning cannot accept the thesis that the child, from an early age, should be made responsible for his acts; to do so, they say, is inhumane and not in keeping with the edicts of the best professorial minds.

I believe the child should be held accountable, within reasonable limits, for his acts. The habit of accountability should be established at a tender age and should become more pronounced as maturity nears.

It is not wisdom to shield the child, to make excuses for him, to render him unaccountable, and then once school days are over, send him into a world where strict conformity is required and where he must answer for his acts.

For it is certainly true that in the reality of adult life he will come heavily against forces that will season and discipline him or will break him. The rigors of the school room are as nothing compared to the taut restrictions of business and professional life. A young man or woman who is employed must learn to meet the strictest requirements as to promptness, neatness, courtesy and energetic industry. To fail to display these qualities means inevitably a release from employment and a consequent depressing effort to find another occupation.

The rigors of parenthood are much more intensive, in many cases, than are those comparatively petty restrictions on freedom put upon us by the school masters of our growing days. Can the school room provide a discipline that is equivalent in severity to that enforced upon the young husband or wife who must work hard during the days and then spend evenings and week-ends in the not always delightful tasks that arise in connection with rearing a child or two? A sacrifice of personal interest, or at least personal inclination,

is almost always required under these circumstances.

Society, too, has its very definite restrictions that demand the development of a well disciplined, well integrated individual. Traffic laws, civil laws and social customs require conformity and demand the sacrifice of much of the individual's native inclination. If the adult is unwilling to abide by the codified tenets of society, punishment is ultimately certain. If the unwritten codes of society, relating to morals and manners, are not observed an equally certain series of pains will in time be induced in the erring one.

In view of this array of incontestable fact, is it not wise to insist that the child conform from the beginning to a reasonable standard of conduct, irrespective of his personal wishes? It is certainly easier to incline the wayward child in the right direction than it is to reclaim the hardened and habitual adult offender from his habits of transgression.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department.

The Non-Participant

Q. I have one pupil who will not go out to the playground with the other children at recess. What can I do to help him overcome this habit?

A. He is a lonely, timid, non-social child, as a rule. Unless the child is ill or too handicapped physically to join with his classmates at play, he remains in the room because he has fears of the other children.

He probably is dependent emotionally on his mother at home and the teacher becomes a mother-substitute. This child is over-eager to do something for the teacher, such as cleaning the blackboard, to win her approval. She, in turn, may assign him certain little jobs at other times, which he does well. The teacher is inclined to misjudge this child's motives, causing him to grow more dependent on her, less liked by the other children and more fearful of them.

The wise teacher sees to it that every child physically able goes to the playground when the class go. Better still, she accompanies them in order to study the socially-maladjusted ones and help them develop play skills and get on with the other children. Moreover, she urges the parents of the timid, lonely child to encourage in him more fun with the other children of the home neighborhood.

Printing or Manuscript Writing?

Q. Would you advise printing or manuscript writing for certain children beyond the third or fourth grade?

A. Yes; especially for the child who has trouble with cursive (script) writing. I have seen some children in the fifth, sixth, even high school who had been miserable writers devise a kind of print-script of their own which proved legible and attractive. It seems to me the practical way to help the very poor writer is to encourage him to write neatly and legibly in his own way.

▼

The Wretched Writer

Q. Do you think it is worthwhile to bother about the child who is a miserable writer, in this day of the typewriter?

A. Use of the typewriter in regular school work is not yet practical for the average child. Even in high school, most of the written work will have to be done by hand. For the child's own satisfaction while in school it is very desirable to help him find a way to acquire skill at writing legibly and neatly. When what he writes for his teacher to read is untidy and hard to read, the grade she will give him on the content will, as a rule, be lower than if the copy were neat and legible.

The teacher and the child's parents should be able to lead one who writes miserably to choose to improve his hand writing. If he really cares he will.

▼

The Poor Reader

Q. Will you suggest a program for a sixth grade child who is a very poor reader, one which the average teacher, without the help of a reading expert, can profitably operate?

A. First the teacher should have the child's vision tested, and glasses properly fitted to him, if needed. Then she should ascertain at what level of difficulty the child can read well. For this she will not need standard tests nor other paraphernalia. She can use reading texts of various levels, to make a rough estimate.

Suppose she finds that this child can read well only from a second reader. Then she will have him read from materials no harder. She will try to find materials of wide appeal that will fall within his interest. Instead of giving him readers labelled as to grade, she will find books not so labelled, books with many pictures; also easy, interesting materials from newspapers and magazines. A

children's magazine (for young children) will be good, since the child will choose from it what he will read—he will choose the easy parts—and keep his face.

Excellent, if the teacher can, with the approval of the principal and cooperation of another teacher, borrow two or three children from the kindergarten or first grade, to whom this child might read for their entertainment. In doing so he would naturally choose easy materials. Better still, would be a plan to have him read to a pre-school child at home or in the home neighborhood.

The child's parents might be prevailed upon to read aloud to him from his text books in history, geography, civics, science, and the like which may be too hard for him to read, in order to help him gain the content and keep up with his class, perhaps, while he is learning to read from practice at lower reading levels.

▼

The Child Who Dislikes School

Q. A child in my room doesn't want to come to school, leaves home every morning under protest or with tears and pleadings; or plays sick. How should I advise the parents and deal with this child myself at school?

A. You should advise the parents not to be unduly moved by the child's tears and pleadings but to expect him to go to school, making the matter as painless to the child as possible. They or you should try to induce some of the child's classmates to stop in for him in the morning on the way to school and to come to the home to play with him after school. The parents should ascertain if the child has a "temperature", in case he says he is sick, call the doctor if he has, but if he has not, take the child at his word and put him to bed for the whole day with not too attractive food nor too much attention.

At school you should study this child to find ways of helping him to feel happier and gain more successes in the schoolroom and on the playground. You should especially ascertain if there are some bullies in the picture of whom the child has great dread, and find ways of guaranteeing his protection and, still better, of helping him find ways of protecting himself.

▼

Playground Supervision

Q. A certain mother writes to suggest that there ought to be more supervision on the playground of the average elementary school. Says she: "It seems that most elementary school children undirected on the playground just engage in primitive activities like pushing, hitting, escaping or pursuing an antagonist, teasing, bullying and running wildly after one another about as a cat runs after a dog (or vice versa).

A. This mother probably has given a pretty true picture of the average unsupervised public school playground. Under such conditions the bully tends to wax into more bullying and the timid child into more timidity. There is little cooperative fun.

Fortunately today many teachers go with their classes to the playground and direct group games. They strive as hard to help each child succeed at play skills and get on well with his fellows as they strive to help him succeed in class at books. Perhaps they could well afford to neglect some things in the classroom, if necessary, in order to promote more useful learning on the playground.

▼

Gym, as Socializer

Q. Do you think the gymnasium, shop and laboratory offer a better opportunity than other classrooms for cultivation of close pupil-teacher relationships?

A. I do, but am not aware that the average teacher in the gymnasium, shop or laboratory avails himself especially of this more favorable opportunity for putting human touches into teaching.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Shape Your Habits

Since habits play a big part in success or failure great care should be exercised in selecting, developing and expelling them. There is nothing new about this statement not even the inference that we permit habits to envelop our lives with complete abandon—here I am, take me. How easily, for instance, these habits may dominate us: "O.K.", "definitely", "just one of those things" and other automatic responses; throwing papers and clothing onto the floor; discourtesy, failure to recognize letters, deferring all work until the last minute, boisterousness and rowdyism, disregarding the rights of others, swearing, uncontrolled smoking and drinking, inaccuracy, not keeping promises, carelessness, late to work and early to leave.

If habits shape our destiny why shouldn't we do our utmost to shape them? Why not scotch the undesirable and foster the good: neatness, courtesy, culture, promptness, acuracy, reliability, industry, safety? The manager of the personnel department in a large utility recently told me that when he was a boy his father taught him day after day never to walk behind a horse. Now it is with hesitation that he walks behind even a dummy horse.

Work eternally and perhaps infernally to fix good habits. They are among the most valuable assets we can have but at the same time be constantly on the alert to keep out the bad.

Were half the power that fills the earth with terror,
Were half the wealth bestowed on camps and courts
Given to redeem the human mind from error,
There were no need of arsenals and forts.

HENRY WADSWORTH LONGFELLOW.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

"Aw, What's the Use?"

"What's the use? I'll have to go to war pretty soon and will probably get killed." This was the reply that I received from a bright boy in last year's class when I urged him to continue his education.

His attitude seems to be rather common. "Why plan to go to college? Why try to get a job? Why give serious thought of any kind to the future? It is the thing for us to get all the fun possible right now before we have to face the cannon,"—this is what we hear from the lips of many young men today.

One can hardly blame youth for having such a feeling; and yet it is most unfortunate that such ideas exist. Supposing young men are called to the defense of their country. Certainly they will want something to offer besides untrained minds and dissipated bodies.

But it must be remembered that this war will not always last. Peace will return sooner or later and civilization will have to be rebuilt.

How can a new society be constructed? There is only one way. The remaking of the world will depend upon the character and resourcefulness of the young, who soon will be in the positions of responsibility.

Young people must not let present conditions make them give up their efforts for high attainment, but they must strive the harder to prepare for usefulness.

▼

Anti-Educational

"What makes the man whip them so? My, I would hate to be an ox." Expressions like these were heard from the lips of children who looked between the legs of their fathers to see the pulling contests at the big country fair.

I thought of the lessons on kindness to animals that are taught to boys and girls in the schools. In Cony we soon will be studying *The Rime of the Ancient Mariner* and the class will be reciting the memory passage:

"He prayeth well who loveth well

Both man, and bird, and beast . .

Here were beasts being tortured, apparently for no better reason than that the owner might attain the importance of winning an insignificant prize.

As I walked about the grounds I heard young people boasting about how much money they had won at the races. We teach boys and girls in the schools that money represents goods given or services rendered and here they were getting the unwholesome idea that the easiest and smartest way to get money is by a lucky bet.

Every experience that a child has enters into his education. It is said that at least eighty per cent of what a boy or girl learns is obtained outside of the school. It should not be necessary for the school to have to correct or undo the effect of what occurs beyond its walls but rather it should be possible for the school to perform its rightful function,—to interpret and supplement the outside experiences.

Until the men who are responsible for conditions in the community are ready to ask "What will be the effect upon the young?" before they start out on an enterprise many boys and girls will continue to be confused in their ideals and disappointing in their conduct.

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AUTHOGRAM

"WILL CIVILIZATION VANISH IN THE CONFLICTS OF MAN? ARE SOCIAL PROBLEMS IN AN AGE OF SCIENCE TOO INTRICATE TO SOLVE? EXPERIENCE HAS SHOWN THAT THE "METHOD OF SCIENCE" IS THE EFFECTIVE APPROACH TO COMPLEX PROBLEMS. OUR SOCIAL PROBLEMS MAY BE STUDIED BY THE SCIENTIFIC METHOD AND AN OBJECTIVE SOCIAL SCIENCE CREATED."
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The News Digest SECTION

Junior Colleges Reconsider Aims

WASHINGTON. — Terminal education in the junior colleges of the United States is being discussed in a series of conferences in twenty cities this Fall, according to announcement by Dr. Walter C. Eells, executive secretary of the American Association of Junior Colleges, who is also director of the Commission on Junior College Terminal Education. These Fall conferences are so distributed that, supplementing four similar sessions held last May, one of them will be easily accessible to each of the 575 junior colleges in the country.

The purpose of these conferences, it is announced, is to discuss what the junior colleges are doing and what they ought to do for students who will have only two years in college. This study has been conducted since Jan. 1 by the Commission on Junior College Terminal Education, organized by the American Association of Junior Colleges, under a grant from the General Education Board.

The study thus far has revealed, according to Dr. Eells, that, although the majority of junior college students are taking courses leading on into a university, the majority of them do not continue their education after the junior college years.

Analysis of the courses offered by 426 junior colleges has shown that 293 are offering terminal work. More of these were in business education than in any other field, but others ranged from aviation to navigation, and from mortuary science to recreational leadership.

College Students Major in Play

CLEVELAND, O.—Joe College and Betty Co-Ed spend more time playing than anything else except sleeping, the National Recreation Congress heard today.

Porter Butts, director of the division of social education at the University of Wisconsin, said a survey of mid-western students showed "the average student spends 41.1 hours a week in leisure pursuits." "The greatest amount of this time is occupied by relatively aimless loafing, bull sessions, radio listening, drinking and driving.

"Organized student activities are scarcely a threat to academic interest, involving only 36 per cent of the student body and only 3.5 per cent of the total leisure time."

107,000 TRAINED FOR DEFENSE JOBS IN VOCATIONAL SCHOOLS

WASHINGTON.—Vocational schools in 472 cities enrolled 107,757 persons for defense training during July and August, according to reports reaching the U. S. Office of Education.

A summary of operations in the vocational education defense training program submitted by John W. Studebaker, U. S. Commissioner of Education, to the office of Federal Security Administrator Paul V. McNutt and the National Defense Advisory Commission reveals that 43 States and the District of Columbia have organized 2,836 training courses since July 1.

Courses supplementary to employment have enrolled 36,336 persons in 222 cities. Four hundred and fifty cities have conducted pre-employment refresher courses for 71,421 persons. More than half of those who had completed short courses of training by August 31 have already been placed in employment.

Trainees for supplementary courses in vocational schools may apply directly to the vocational schools and are frequently selected on the basis of endorsements of their employers or their trade unions. Trainees for pre-employment refresher courses are selected from registers of public employment offices. Where possible, by cooperative agreement with the Work Projects Administration, approximately 50 per cent of the trainees in each pre-employment course are selected from WPA rolls.

Colleges Add 9,099 To Reserve Officers

MINNEAPOLIS, MINN.—The number of students taking R.O.T.C. military training in United States colleges, academies and high schools has increased 20 per cent in the last two years and totaled 186,750 men in the academic year just ended, according to a study completed by the Northwestern National Life Insurance Company.

About one in twelve universities and colleges in the United States offers military training, 136 in 1,700 schools of college grade. Yet 116,309 students at these schools received senior R.O.T.C. instruction during the year 1939-40. The great majority were taking the basic two-year course, but last June 9,099 men were graduated from the four-year training course, qualifying them for reserve officer commissions.

When the United States entered the World War our reserve of officers totaled only 2,900; it is now more than 103,000.

130 Years of Peace Celebrated at Border

BLAINE, WASHINGTON and WHITE ROCK, B.C., CANADA.—The Fourth Annual International Peace Portal Service, on September 25, featured children almost entirely. Thousands of them, from both sides of the line, met at the World's Only Peace Arch. From special trains, Boy Scouts, Girl Guides, girl bands, boy bands, pipe bands and bugler bands marched from special trains to the Peace Portal. Two High School students, one from Washington and one from British Columbia, gave short addresses emphasizing an ideal peace built on freedom. The ceremony, commemorating over one hundred and thirty years of peace between two great nations, closed with Boy Scouts from each country exchanging flags as they marched through the Portal.

THEORY ON LEFTHANDEDNESS UPSET IN SYRACUSE SURVEY

SYRACUSE, N.Y.—Challenging the 30-year-old theory that teaching left-handed persons to use their right hands, particularly for writing, is likely to cause them to become stutterers, Professor Harry J. Heltman, chairman of the School of Speech and Dramatic Art at Syracuse University, has released results of graduate research which indicate that the exact opposite of the theory may be true.

The research, completed by Miss Elizabeth Daniels of Brooklyn, was made possible through the comprehensive entrance examination required of all students by Syracuse University and including tests of health, sight, hearing and speech. With a view to making data on left-handedness available for graduate research, a questionnaire on dexterity and shift of hand was included in the examination in the Fall of 1939.

Commenting on the significance of the research findings, Professor Heltman concluded that since only one of the 77 students who had been changed from left to right hand for writing was a stutterer, there was no hazard in making the change for this particular group.

"Since the frequency of stuttering among the ambidextrous of 2.9 per cent is over twice as great in this particular group as among those who were shifted, it would have been advisable, as a preventive measure against stuttering, to have taught all the ambidextrous of last year's entering class at Syracuse University to write with their right hands.

"Since the frequency of stuttering among the left-handed of 2.9 per cent is over twice as great in this particular group as among those who were shifted, it would have been good hygiene had they been taught to write with their right hands.

"In other words, based on Miss Daniels's study, it would have been good hygiene as well as good pedagogy to have taught when they were learning this skill all the one-time children who entered Syracuse University as students in the Fall of 1939 to write with their right hands."

Vocational Survey Of R. I. Schools

PROVIDENCE, R. I.—Dr. James F. Rockett, State Director of Education, predicts that legislation "affecting the entire educational setup of the State "should result from a study of vocational needs and opportunities in Rhode Island schools which he is now making at the direction of the General Assembly.

He said that he expects to report to Gov. William H. Vanderbilt by Oct. 30.

The Providence school department is making a study of its own, Superintendent James L. Hanley said, to determine employment prospects and training requirements in various local industries and trades as a basis for possible further development of the vocational education program here.

Girl Blind and Deaf Begins Speech Study

WATERTOWN, MASS. — The Perkins Institution and Massachusetts School for the Blind has undertaken to teach Barbara Davis, 11, of Memphis, who is blind and deaf, to speak and understand others through vibrations.

Barbara, who lost her sight and hearing when stricken at 1 year of age with spinal meningitis, joined Juanita Morgan of Nathrop, Col., similarly stricken at the age of 13 months, in the special blind-deaf department.

Dr. Gabriel Farrell, director, said that Barbara never learned to talk and because she has been without schooling must start where a normal child would at about 1 or 2 years of age. She is a bright child and gives promise of good progress, he added.

The child first will be taught to understand speech by placing her hand on the instructor's face, her thumb over his mouth, so that sound vibrations will become familiar to her.

Then by placing her finger in the instructor's mouth she would become acquainted with the position of the tongue and other mouth positions and with vocal vibrations in the uttering of words. Eventually, it was added, she would be able to talk by imitating these mouth positions and vibrations.

Evening Courses In Education

BOSTON, MASS.—The Massachusetts Department of Education through its Division of University Extension, offers this fall 24 education courses, of especial interest to teachers. These courses, forming a useful and varied program on educational matters, will start during October in Boston and Cambridge.

Other courses, similar in character, will be offered in Lowell, Bridgewater, Salem and Framingham.

Well-known education experts who are also experienced teachers, will give the courses which cover a wide field, including foundations of education, present-day tendencies, advanced methods of teaching and the modern use of tests and measurements. Practically all of the classes will meet in the evening.

One of the outstanding courses is "Present-day Tendencies in Educational Theory and Practice", by William C. Bagley, of Teachers College, Columbia.

Other education courses are: "Foundations of Modern Education"; "Character Education"; "Visual Education"; "Educational and Vocational Guidance"; "Curriculum Building for the Kindergarten"; "Nursery School Education"; "Music Activities and Practices"; "Modern Methods of Teaching Art"; "School Art Crafts"; "Blackboard Drawing"; "Choral Speaking"; "Language and Reading Instruction in Elementary Grades"; "Remedial Reading"; "Basic English"; "Improvement of Instruction in Arithmetic"; "Methods of Teaching Science"; "Psychology and Methods of Teaching Mentally Retarded Children"; "Special Class Handicrafts"; "Correction of Speech Disorders"; "Methods of Teaching Lip Reading"; "Advanced Teaching of Lip Reading"; "First Aid", and "Tests and Measurements."

Military Salute In Beverly Schools

BEVERLY, MASS.—The military salute is now being used in the Beverly schools when the pupils open the classes with their daily recitation of allegiance to the flag. The school committee decreed the adoption of the new gesture after the local VFW post protested the extended palm method was "too Nazi."

Spanish in Demand At Lawrence U

CANTON, N.Y. — Increased registration in Spanish courses at Lawrence University was noted the opening week as a reflection of the probability that the United States will have increasing relations with Spanish America, Secretary Richard C. Ellsworth disclosed.

Seventy students enrolled in the Spanish courses. It is the first year to show any great change to that language from French and German since Hitler came to power. Students said they believed that knowledge of Spanish would be useful in business and valuable culturally.

Gets City School Post at $11,000

NEW YORK.—Harold Fields, acting assistant director of city evening schools, was elected recently by the Board of Education to the sole remaining vacancy on the Board of Examiners. The position carries a salary of $11,000 a year, one of the highest-paid civil service posts in the United States.

Mr. Fields assumes his new duties with a six-month probationary period. This may be terminated at will by the school board. If his service is regarded as satisfactory by the board at the end of that time, the job becomes a lifetime one.

PHILIPPINE SCHOOL LAW SEEN AS FOE OF DEMOCRACY

MANILA.—The Philippines have made a new public-schools law ostensibly to cope with the problem of free primary schooling for all Philippine children. It seems that its actual effect will not be that at all, and the conservative yet outspoken Philippines "Free Press" expresses the opinion that if the Philippine school system survives the law it will only be because the system is beyond destruction. It is thought possible that the law will promote private schools, and along with them, caste and class distinctions gravely opposed to healthful democracy in the Philippines.

The four primary school years, and the three elementary, are telescoped together into a total of five years. This excludes, of course, adequate preparation for high school, since even in the seven years now given primary and elementary work the preparation for high school has been inadequate. Boys and girls likely to go into high school and college will, if their families can at all manage it, leave the new public schools and go to the private schools. High school and college, practically speaking, will be barred to the poor.

While children will start attending private schools when they are five or six years old, or perhaps younger, in kindergartens and in public schools children will not be enrolled until they are nine years old. This means that families will go hungry, if need be, to scrape tuition together for private schools. Most families will be unable to do this, however. Thus caste distinctions will begin early in childhood.

Once a child is enrolled, when it is nine, it must be pledged to remain in school the whole five years. In case of failure to comply, the minimum fine is $10 and the maximum $25, this sum being more than half the average cash income of Philippine families in one year. This is not taken as a genuine encouragement to education.

"Yankee Ingenuity" Brings $500 Scholarship

WORCESTER, MASS. — That good, old-fashioned resourcefulness known as Yankee ingenuity was worth $500 to William A. Harmonat, Jr., of Naugatuck, Conn., who won the Yankee Ingenuity Scholarship at the Worcester Polytechnic Institute for devising a fine analytical balance.

Because he hadn't money to buy a sensitive balance for his chemistry experiments, young Marmonat made his own. Months were spent constructing it, he said, and seven balances were discarded before he finally succeeded in producing the delicate combination of adjustments that passed the test. To demonstrate its sensitivity and accuracy, he performed two chemical experiments with it.

The Yankee ingenuity Scholarship was founded in 1927 by Henry J. Fuller, alumnus and trustee, for award annually to an entering student, "a native of New England whose project displays ingenuity of a high order."

Late for Classes; Excuse: Torpedo

WORCESTER, MASS. — Worcester Tech received a terse note from a prospective student saying he was going to be late for school.

The student, Danyal N. Kerven of Istanbul, Turkey, was two days sailing out of England when, the note said, he was "unfortunate enough to be torpedoed." He was picked up, however, and returned to London.

The note, dated London, to Jerome W. Howe, Dean of Freshmen, continued that he was seeking another ship and that although possibly late for classes would "try and get there as soon as possible."

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MORE PRACTICAL COURSES URGED FOR HIGH SCHOOLS

WASHINGTON.—An assertion that current secondary school educational practices teach students to prepare for non-existent white-collar jobs will be made in a report to the American Youth Commission of the American Council on Education, it was announced today.

The commission, formed in 1925 by the American Council on Education, a non-governmental, privately financed organization, stated that the report contained an estimate that 4,000,000 young people between the ages of 15 and 24 were unemployed through no fault of their own.

The report charged that the important needs of most of the 6,500,000 boys and girls attending American high schools were not being met.

Despite this great amount of unemployment, the report asserted, "the great majority of pupils in secondary schools are led by the studies they pursue to hope for careers in 'white collar' jobs. Any examination of the opportunities that are really open makes it clear that the hopes fostered by the present educational system are sure to be disappointed for most of those now registered in secondary schools."

It recommended that the country return to "the realistic educational views of early Colonial settlers," where young persons were trained to do production labor.

Regarding conventional academic courses, the report held that such subjects as algebra, geometry, English composition and foreign languages, "are now in many cases conducted in a form which cannot be defended in the light of modern conditions."

The four principal recommendations are as follows:

(1) High schools should give instruction in improved methods of reading to supplement such instruction in elementary schools.

(2) Actual work experience should be part of high school curriculums.

(3) Courses in the social studies should be expanded.

(4) Instruction concerning personal problems should be given to youth.

School Goes On Despite Raids

NEW YORK.—School lessons are being taught to English children in air-raid shelters during Nazi attacks on London and its environs, Mrs. Edna Blue, executive chairman of the Foster Parents' Plan for War Children, 55 West Forty-second Street, said after she had received a cablegram from Eric G. Muggeridge, executive secretary of the organization, who is in London. Mr. Muggeridge said that the group was operating a school at Stoke Newington, England, attended by sixty youngsters, and that during air raids the children are led to the cellar of the school, where lessons continue.

150 School Aides Face Training Call

NEW YORK.—A survey made in the New York City school system has disclosed that 150 teachers and other employes of the Board of Education are members of the National Guard or Naval Reserve, and thus liable for military training, according to Dr. Harold G. Campbell, Superintendent of Schools.

Several high-ranking officers are found among the teaching staff. One teacher is a lieutenant-commander in the Naval Reserve, and would be entitled to an annual salary of $4,200 if called to service. A high school principal, receiving $10,000 annually, who was an aviator in the World War, is a captain in the Air Corps, and would receive $300 a month for active duty.

What action to take in replacing these men, if they are called, or in paying them while in active service, is under consideration by school officials.

10 Million Fund Is Nearing Goal

NEW YORK.—The sesquicentennial fund drive of the Presbyterian Board of Christian Education and its 116 institutions of higher learning has reached a total of $8,167,944 toward the goal of $10,000,000, according to Rev. Dr. Lewis S. Mudge, fund secretary. "This drive will be brought to a climax on Sunday, Oct. 20, with the observance of Sesquicentennial Sunday by more than 5,000 churches throughout the country," he said. This four year drive, which began in November, 1936, seeks to produce a strong undergirding of the foundations of the Presbyterian institutions of higher education. There are 53 colleges, 52 Westminster Foundations and 11 theological seminaries located in all parts of the United States.

Payless Teacher Goes to Court

ST. PAUL, MINN.—Whether, when a city runs out of money, it can close its schools or keep them open and still deny teachers their pay, was an issue carried to the United States Supreme Court. On the case of Mary Coyle, teachers here rested their point. She claimed the city owed her $10.57 for a day's work when the schools were closed in 1934 and $188 for a month's work in 1937, when the schools remained open after the salary budget was spent. District Court held she was not entitled to the smaller amount because the Council could close the schools to keep within the budget but it gave her a verdict for the $188 on the ground that the city got value received. Subsequently, the State Supreme Court overruled her on both counts, saying that while the teacher had a valid contract, the Council had the right to fix salaries according to the money available. The case was appealed then to the United States Supreme Court.

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STUDENT vs. ADULT OPERATION OF SCHOOL BUSES STUDIED

BOSTON.—A suggestion that school buses be turned over to high school students for operation undoubtedly would come as a shock to parents in most communities. Nevertheless, school authorities in many sections, faced with mounting transportation costs, are considering substitution of student operators for adult drivers mainly as an economy measure.

In eleven states there are laws specifically governing the operation of school buses which, under normal circumstances, would prevent their being driven by students. West Virginia flatly prohibits operation of school buses by students. In Arkansas, Delaware, Illinois, Indiana, Kentucky, Missouri, New Jersey, Ohio, Tennessee, and Utah school bus drivers must be over twenty-one years old.

In many other states, the age limits for bus drivers generally would preclude the operation of school buses by students. However, there remains a large number of states where the matter of choosing school bus operators is left entirely to the discretion of local school authorities.

A recent survey of the reasons for the preferences of school executives as between adult and student drivers showed that most of the executives believed adult drivers could maintain better discipline than students. The second most important reason given for preferring adult drivers was that they take better care of the buses and maintain their schedules better than students. The belief that adults make safe drivers was mentioned only third most frequently.

Fourth was the belief that adults command more confidence on the part of both students and parents. Fifth, adults more readily assume responsibility for details and are more prompt and accurate in their reports to their superiors. A sixth reason for preferring adult drivers mentioned by a few school executives was that their longer average tenure gives them a better opportunity to become familiar with the problems of school bus operation.

On the other side, those executives who preferred student drivers most often supported their position by pointing out that "student drivers cost less money. This is true not only because students will take the job at a lower rate of pay than adults, but also because a student living at the end of the line can often be hired thus greatly reducing the total mileage of the bus from what it would be if operated by an adult who would go home after his trip over the route morning and evening.

The second most frequently mentioned reason for preferring student drivers was that the principal or superintendent could more easily maintain close control over a student than over an adult. A third reason was that suitable adults simply could not be hired for the wages provided by the school board. A fourth reason was that the pay of a student driver might enable a needy student to remain in school who would otherwise have to seek employment to contribute to the support of his family.

The current practice, as shown by data from twenty-nine states for the school year 1938-39, is overwhelmingly in favor of adult drivers. During this period about ninety per cent of the buses were operated by adult laymen, nine per cent by students, 0.8 per cent by janitors, and 0.3 per cent by teachers.

There is little factual data to show the relative safety of adult and student drivers. It is generally agreed, however, that when sufficient funds are available to attract a high type of adult, such an adult should be given preference over a student for the operation of school buses. But it is also true that an older student makes a better type of driver than an adult who would be attracted by the meager salary offered in some districts.

Youths Taught Thrift Farming

STATE COLLEGE, PA. — Insurance against future "Grapes of Wrath" tragedies is being undertaken here by the Federal government in a program of education in methods of scientific farming for youths of needy families who must eke out a living from submarginal farm lands.

The Farm Security Administration, together with the National Youth Administration, has begun its second year of training for youthful future farmers on a site in the Nittany mountains, adjacent to the campus of Pennsylvania State College.

Forty-four boys are enrolled in this year's class. They have been selected from needy farm families throughout the state by the FSA, and wil receive an intensive 16-week course in the principles and practice of scientific farming.

The course of training consists of eight weeks of "practical" training, and eight weeks of class studies at the college. Subjects in the classwork division include dairy and poultry husbandry, agronomy, rural sociology, economics and English.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published monthly at Boston, Massachusetts, for October 1, 1940.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 6 Park Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

Managing Editor Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 19th day of September, 1940.

ISOBEL R. LAY.

My commission expires October 18, 1940.

Book Reviews

Mental Hygiene

For the good teacher who wants to achieve better results with pupils suffering from one form or another of mental handicap, nothing is more useful than a knowledge of mental hygiene.

Why does Mary take an unsocial attitude? What makes little James work so hard to frame excuses instead of doing the task assigned to him? What can be done to help William overcome his stuttering? These and a hundred other questions call for answers before the work of any classroom can proceed with maximum smoothness and success. One cannot call in a specialist to study every case. Nor could a specialist, if available, spend the necessary time to get at the roots of the trouble in all, even of the simplest, cases. The teacher occupies the best possible position to observe and to diagnose.

A comprehensive manual, written in clear English without learned bombast, has been provided in "Mental Hygiene," by Griffin, Laycock and Line. These three Canadian scholars, all of them educators as well as psychologists, have done an unusually fine piece of work. They have packed a complex and difficult science into 291 pages of fascinating reading.

MENTAL HYGIENE. By J. D. M. Griffin, S. R. Laycock, and W. Line.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

The Fundamentals of Business Training

Business is so much a part of everyone's life that every boy or girl ought to be made familiar with its commonest situations and problems. "The Fundamentals of Business Training" offers an unusually fine introduction to this general study. Aimed at pupils in the ninth year of school, its language is sufficiently clear and simple to be grasped by the slower members of the class, yet it gives no appearance of having been "written down." The book lays emphasis on the personal side of business. It fosters a co-operative attitude in social and economic relationships. Resharpening of skills in reading, writing, arithmetic and spelling is provided through various ingenious devices in each chapter. The pupil is approached by the authors in a friendly spirit—which happily is not overdone. As a practical means of acquainting pupils with first principles of business, and of firing their ambitions to play a worthy part in the give and take of life—or the barter and gain, if you please.

THE FUNDAMENTALS OF BUSINESS TRAINING. By Raymond C. Goodfellow, Director of Commercial Education, Newark, N.J.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Problems of American Democracy

A text in democracy's problems for high school students needs to be as fair and impartial as possible, suggesting how one may go about forming sound opinions rather than what these opinions should be. It should be marked by clear statement of problems and by the presentation of pertinent facts upon which judgments can be based. In the choice of problems, it should show a sense of relative values and an insight into the minds of young people to the point of seeing what will arouse their interest.

"Problems in Democracy" by Horace Kidger, gives evidence of qualifying in all these respects.

A course of study based on this text would be orderly and vital. The students, for one thing, could gain a needful discrimination in sifting facts from propaganda, a matter which receives full and excellent treatment.

Government, economics and sociology are as closely interwoven in this text as in real life. Each chapter centers around a single topic of importance. The aids and incentives to thought are abundant. It is a stimulating book, timely and in a real sense patriotic.

PROBLEMS OF AMERICAN DEMOCRACY. By Horace Kidger.—Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

Growth in Thought and Expression

The aim of these two books is "to cultivate fluency and competence in oral and written expression." They are not addressed to the teacher but to the pupils themselves. To an unusual degree the authors take the boys and girls into their confidence. Chapter One is entitled "Let's Talk it Over." This title gives us the key to the method of approach throughout the two volumes. The pupil is not only told what he is to do but why he is to do it. The first page of the first chapter of Book One connects the subject matter with the experience of the normal child, and never once throughout the more than seven hundred pages of these first two books is he forgotten.

Chapter Eight, Book One, can be taken as a sample of the general method. Its title is "Using Conversation," and the first heading reads, "Punctuating Our Conversation." Under it we have in the simplest and most direct language a lesson in punctuation. Then comes the secttion entitled, "Making Our Characters Speak," which is prefaced by one of the delightfully humorous illustrations with which the book abounds. In this case the art of "making a character speak" is suggested by a man putting two manikins through their verbal paces, the whole scene inevitably reminding us of the famous "Charlie."

Grammar is not ignored, but it is presented in a highly original and effective manner. Chapter Thirteen in Book Two deals with "Our Changing Language" in such a way that it would be hard for any child to miss the point. Those who have not seen these books have failed to make the acquaintance of a really important contribution to applied pedagogy.

GROWTH IN THOUGHT AND EXPRESSION (Books One and Two). By Fred G. Walcott, Clarence D. Thorp, Shirley Payne Savage.—Chicago, Boston: Benjamin H. Sanborn and Company.

Teacher Reading to Slow-learning Children

Schools do not exist for the brilliant child only. Neither should the needs of the average child monopolize the attention of those having to do with

the formulation and the operation of the educational program. Children who are retarded mentally need greater help because of the very fact that they are slow-learning. The teacher who has to face the problem of teaching these handicapped children to read is confronted with a highly difficult task of major importance. It is for her that Dr. Kirk has written this book.

Among the questions which it asks and answers are the following: 'When is a mentally retarded child 'ready' for reading? . . . What are retarded children like, physically, emotionally, mentally? Should they be segregated, or may they be taught in regular classrooms? Are their interests similar or different from those of children who have normal mental capacity? How may reading become a joyful experience for such children? "That a book dealing with such problems has possibilities of high usefulness is a self-evident fact.

Dr. Kirk's emphasis is not only on "what" and "why" but especially upon "how." The teacher who teaches the slow-learning pupil to read will find here a wealth of the most practical material. For these teachers this is a "must book.

TEACHING READING TO SLOW-LEARNING CHILDREN. Samuel A. Kirk (With an Introduction by Marion Monroe).—Boston, New York, Chicago, Dallas, Atlanta, San Francisco. Houghton Mifflin Company.

Thinking in English

The providing of a favorable opportunity for growth in the ability to think is one of the major objects of all teaching. The subject of English must naturally bear its share of this part of the pedagogical responsibility. We have here Book 1 of a series of high school texts in composition which are grouped around the idea that the function of an English class is to help the student to improve his ideas and transfer them through the medium of language. Although the book has much in common with other up-to-date textbooks in English, it is original in the degree to which it stresses language as the vehicle of thought. According to its point of view growth in language takes into account "the two-way flow of communication—the *incoming* channels of reading and listening and the *out-going* channels of writing and speaking.

Part One begins with an especially interesting and illuminating discussion of "Getting Ideas from Reading." Block Two in this section bears the caption, "Signals that Point to the Thought." Through the study of this material the ability of the student to read and to hear should be considerably enhanced, and at the same time he will receive definite suggestions which will help him in the expression of his own thought. It must not be thought, however, that the inevitable training in technique is neglected. Block Seven is entitled, "Comma Sense: Marking the Phrase Turns," and Block Eleven deals with "Verb Problems." This is an attractive, distinctive, and teachable book.

THINKING IN ENGLISH. Rachel Salisbury and J. Paul Leonard. — Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

The Child and His Curriculum

In the welter of the books of any given year it is comparatively seldom that there comes from the press a volume which "fills a long-felt want." Possibly somewhat more frequently it is a case of a book filling a want which should have been felt. As to which one of these groups *"The Child and his Curriculum* belongs, its readers are perfectly capable of deciding for themselves. But there is no dispute in regard to its being a scholarly, practical and exceptionally important work. Any teacher who is interested in the child of elementary school age and in the curriculum best suited to him will find this book invaluable. The publishers claim that it is the first book of its kind to consider the problems of the elementary school program in their relations to the child, the way he grows and learns and the way his interests and personality develop. At first claim this statement of the publishers might impress us as being excessively strong, but we shall look in vain for another volume in the same field. The primary purpose of this work is to help the elementary teacher handle effectively the modern school program. All of the paraphernalia of a good textbook are provided, but it is also a useful manual for principals, supervisors and teachers.

A key to the spirit in which the chapters are written is found in the first paragraph: "Learning does not have to be a dreary, disagreeable process. It can be fun; it can be interesting; it can be thrilling! School can be the most fascinating thing in the child's life." The book is divided into two parts, the first of which is "Understanding the Elementary-school Child" and the second "Experiences as the Curriculum." Among the topics taken up under the latter head are social experiences, language experiences, number experiences, scientific experiences, healthful experiences and creative experiences. The material is to a marked degree interesting and practical. *The Child and the Curriculum* is a large book with a rich content.

THE CHILD AND THE CURRICULUM. J. Murray Lee and Dorris May Lee. —New York, London: D. Appleton-Century Company.

Integrated Handwork for Elementary Schools

Years ago a distinguished American editor was heard to remark, "The only manual labor which I am capable of doing is holding a book." Needless to say, in such a case there is either a physical defect or a deficiency in training, or possibly both. Yet for many years handwork has been taken as a matter of course in progressive schools. There are few who would question its value. The chief difficulty has been in the utilizing of this important factor in a well-rounded education. Teachers have been at times bewildered by the variety of techniques used and the multiplicity of hand tools and construction material available. This book has been prepared for the purpose of helping the teacher to meet and solve these difficulties.

Part One defines handwork, shows its relation to other subjects, discusses and illustrates its use as a teaching procedure, and suggests equipment and proper facilities for work in this field. Part Two explains and illustrates methods of doing certain types of handwork including soap carving and soap making, simple pottery, leathercraft, sewing and textiles, and cooking and foods. The chief emphasis of the volume is the fact that handwork can be used to vitalize other subjects. It contains all of the information necessary for making manual arts an intrinsic part of teaching procedure.

INTEGRATED HANDWORK FOR ELEMENTARY SCHOOLS. By Lewis V. Newkirk.—New York, Boston, Chicago, San Francisco: Silver Burdett Company.